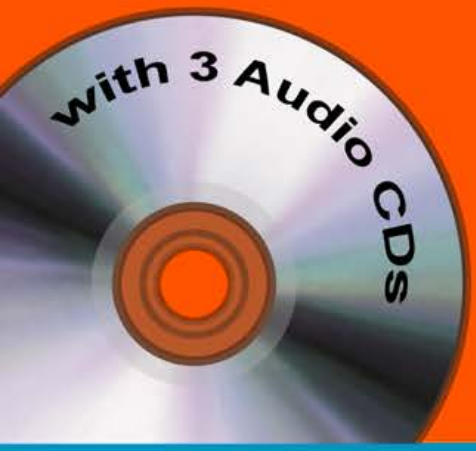
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Cambridge English

Advanced TRAINER

SIX PRACTICE TESTS WITH ANSWERS



Felicity O'Dell

Official preparation material for **Cambridge English: Advanced**, also known as **Certificate in Advanced English (CAE)**

Felicity O'Dell

Advanced TRAINER

SIX PRACTICE TESTS
WITH ANSWERS

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Corpus

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Introduction

Who is *Advanced Trainer* for?

This book is suitable for anyone who is preparing to take *Cambridge English: Advanced*, also known as *Certificate in Advanced English (CAE)*. You can use *Advanced Trainer* in class with your teacher or – if you have the with-answers edition of the book – on your own at home.

What is *Advanced Trainer*?

Advanced Trainer contains six practice tests for *Cambridge English: Advanced*, each covering the Reading, Writing, Use of English, Listening and Speaking papers. The first two tests are Guided Tests, which means that they contain extra training and support to help you with each of the tasks in the exam. Tests 3 to 6 are purely practice tests. All six tests are at *Cambridge English: Advanced* level and match the exam in format and standard.

In Test 1 each part of each paper consists of a Training section and an Exam Practice section. The Training sections give information about each part of the exam and have advice and practice to help you prepare for it. They focus on grammar, vocabulary and functional language directly relevant to particular task types. This is supported by work based on correcting common grammar and vocabulary mistakes made in the exam by *Cambridge English: Advanced* candidates, as shown by the Cambridge Learner Corpus. (For more information on the **Cambridge Learner Corpus**, see page 7.)
The Exam Practice sections consist of the test itself accompanied by an Action Plan, giving step-by-step guidance for each task with tips on general strategy and advice linked to the specific questions. A Follow-up task at the end of the Exam Practice section invites you to reflect on the task and consider how you could improve your performance.

Test 2 also consists of a Training section and an Exam Practice section for each part of the exam. The Training sections are shorter than those in Test 1. They review the information provided in Test 1 and also include further practice for that part of the test. The Exam Practice sections provide additional tips and advice.

Tests 3 to 6 are complete practice tests without advice or training. They give you the opportunity to practise the advice and skills you have acquired while working through Tests 1 and 2.

There is an Explanatory Answer Key (see below) for each test.

Features of *Advanced Trainer*

- Full colour **visual material** for the Speaking paper of all six tests.
- **Explanatory answer keys** in the **with-answers** edition of the book, giving information not only about which answers are right, but also, where appropriate, explaining *why* certain answers are correct and other options are not.
- **Notes on all writing tasks** to explain what is required, with, in addition, **model answers** for each task type in the with-answers edition.
- In the **with-answers** edition a **Listening transcript** with underlining to indicate the sections that provide the answers to the exam questions.
- **Photocopiable answer sheets** for the Reading, Use of English and Listening papers. Before you take the exam, you should study these so that you know how to mark or write your answer correctly. In Writing, the question paper has plenty of lined paper for you to write your answers.
- **Three audio CDs**, available separately and with the 'with-answers' edition, contain recordings for the six Listening tests. The CDs also contain some Listening and Speaking practice materials relating to the two Guided Tests at the beginning of the book.

How to use *Advanced Trainer*

Test 1 Training

- For each part of each paper you should begin by studying **Task information**, which tells you the facts you need to know, such as what the task type tests and the kinds of questions it uses.
- Throughout Test 1 you will see information marked **Tip!** These tips give you practical advice on how to tackle each task type.
- In all papers, training exercises help you develop the skills you need, e.g. working out meaning from context, by working through example items.
- Answers to all the training exercises are in the **Explanatory answer key** in the with-answers edition.

- Throughout Test 1 there are **Useful language** sections which present and practise grammatical structures, vocabulary or functional expressions that are often tested by particular task types.
- Many exercises involve focusing on and correcting common language mistakes made by actual *Cambridge English: Advanced* candidates as shown by the **Cambridge Learner Corpus** (see below).
- In **Listening**, you are prompted to use one of the numbered CDs:    . If you are working on your own using the with-answers edition of *Advanced Trainer*, you will need a CD player (or a computer that plays CDs) plus a watch or clock to make sure that you keep to the times allowed for each part of the test.
- In **Writing**, the **Explanatory answer key** contains model answers for the tasks. Although there are many different ways of answering each question, it is worth studying these and thinking about the structure and language of each of the answers provided.
- In **Speaking**, you are sometimes prompted to use one of the numbered CDs and do tasks as you listen. You can practise speaking on your own or with a partner, using what you have learnt in **Useful language** and in **Tips!**

Test 1 Exam Practice

- Look first at the **Action plan** which gives you clear step-by-step guidance on how to approach each task type.
- Read any further **Tips!** for that part of the exam.
- Work through an exam-style task, following the **Action plan** and making use of the **Advice** boxes, which suggest ways of dealing with specific items.
- Answers to all items are in the **Explanatory answer key**, which explains why the correct answers are right and others are wrong. For **Listening**, the parts of the **Transcripts** which give the correct answers are underlined.
- After doing the exam task, look at the **Follow-up task** and consider how you can do better in this part of the exam in future.

Test 2 Training

- Answer the questions in the **Review** section as these will remind you about this part of the exam. If you need to, use the cross-reference to Test 1 to check your answers.
- Look at the **Tips!** and work through the exercises which focus on other useful exam techniques and language to help with this part of the exam.
- There is further work based on mistakes frequently made by *Cambridge English: Advanced* candidates as shown by the **Cambridge Learner Corpus**.
- There is also an emphasis on revision with cross-references for each task type to the relevant **Task information** and **Action plan** in Test 1. You can refer back to these before you begin working through each Part.

Test 2 Exam Practice

- Think about the **Action Plan** for this part of the exam. Use the cross-reference if you need to.
- Use any **Tips!** on strategy and **Advice** relating to specific questions to help you work through the exam task.
- Do the task under exam conditions if possible, i.e. not using a dictionary and spending an appropriate amount of time on the task.
- Check your answers in the **Explanatory answer key**.

Tests 3–6 Exam practice

- In Tests 3, 4, 5 and 6 you should apply the skills, techniques and language you have learnt in Guided Tests 1 and 2.
- You can do these tests and the five papers within them in any order, but you should always try to keep to the time recommended for each paper. For the Listening paper you must **listen to each recording twice only**.
- It will be easier to keep to the exam instructions if you can find somewhere quiet to work, and ensure there are no interruptions.
- For the Speaking paper, it is better if you can work with a partner, but, if not, you can follow the instructions, and do all four parts on your own.
- If you have the with-answers edition of the book, you can check the answers and explanations for them, and also study the Listening transcripts, after you have completed the tasks.

Audio

In the *Cambridge English: Advanced* Listening Test the recordings are always repeated a second time in all four parts. In the *Advanced Trainer* Audio CD, Guided Tests 1 and 2, the recordings are repeated only for Part 1 of the Listening Test. For Parts 2, 3 and 4 in Guided Tests 1 and

2, you will hear an instruction to pause the recording and then repeat it. The length of the pause and the repetition reflect the test. In Tests 3–6 of *Advanced Trainer* Audio CD, for Parts 1, 2, 3 and 4, you do not need to pause the recording and repeat it, as the pauses and repeats are already included on the CD, as in the actual test.

The Cambridge Learner Corpus (CLC)

The Cambridge Learner Corpus (CLC) is a large collection of over 200,000 exam scripts written by candidates taking Cambridge ESOL exams around the world. It is growing all the time. It forms part of the Cambridge International Corpus (CIC) and it has been built up by Cambridge University Press and Cambridge ESOL. The CLC currently contains scripts from over:

- 150 different first languages
- 200 different countries

Exercises in *Advanced Trainer* which are based on the CLC are indicated by this icon: Find out more about the Cambridge Learner Corpus at www.cambridge.org/corpus

Level of *Cambridge English: Advanced*

- *Cambridge English: Advanced* is at level C1 on the *Common European Framework of References for Languages: learning, teaching, assessment (CEFR).* Achieving this level means that your English is good enough for you to study or work in most situations where English is the main language used.
- A pass mark at *Cambridge English: Advanced* is given a grade: A, B or C.
- Achieving a grade A means that your English is considered to be at level C2 on the CEFR.
- If you do not get enough marks for a grade C in the examination, you may get a certificate stating that your English is at level B2, provided you have demonstrated that is the case.

Grading

- The grade that you receive is based on the marks that you receive in all five papers.
- Each of the papers – Reading, Writing, Use of English, Listening and Speaking – has a maximum possible weighted score of 40 marks.
- There is no minimum score for each paper and so you don't have to pass all five papers to pass the exam.
- You receive a certificate if you pass the exam – grades A, B and C are passes, D and E are fails.
- Whatever your grade, you will receive a Statement of Results. This includes a graphical profile showing how well you did in each paper, illustrating your relative performance on each of the skills.
- For more information on grading and results go to the Cambridge ESOL website (see Further information on page 9).

Content of *Cambridge English: Advanced*

Cambridge English: Advanced has five papers, each with several parts in it. For details of each part, see the page reference under the *Task information* heading in these tables.

Paper 1 Reading 1 hour 15 minutes

Texts are usually about 550–850 words each, making an overall total of about 3,000 words to read. They may be taken from newspapers and magazines, journals, books (fiction and non-fiction), promotional and informational materials. There are two marks for each correct answer in Parts 1, 2 and 3 and one mark for each correct answer in Part 4.

Part	Task type	No. of questions	Format	Task information
1	multiple choice	6	You read three shorter texts with a common theme and answer two questions on each text.	page 10
2	gapped text	6	You read a text with six paragraphs removed, and then fill in the gaps by choosing from a jumbled list of seven paragraphs.	page 14
3	multiple choice	7	You read a text and answer questions about it.	page 18
4	multiple matching	15	You read one or more texts and match relevant sections to what the questions say.	page 22

Paper 2 Writing 1 hour 30 minutes

You have to do Part 1 (Question 1) plus any **one** of the Part 2 tasks. In Part 2 you can choose either one of questions 2 to 4 or one of the questions (5a or 5b) based on a set text. The possible marks for Part 1 and Part 2 are the same. In all tasks you are told what kind of text you must write, who you are writing to and why you are writing.

Part	Task type	No. of words	Format	Task information
1	article, report, proposal or letter	180–220	You write in response to an input text of up to 150 words.	page 26
2	Questions 2–4 article, report, proposal, letter, essay, review, competition entry, contribution to a longer piece or information sheet	220–260	You do a task based on a situation.	page 31
	Questions 5a and 5b article, essay, report or review	220–260	You write a task based on one of two set texts.	page 31

Paper 3 Use of English 1 hour

This paper focuses on your ability to use vocabulary and grammar accurately. There is one mark for each question in Parts 1 to 3 and two marks for each question in Parts 4 and 5. You can write on the question paper but you must remember to transfer your answers to the separate answer sheet before the end of the test.

Part	Task type	No. of questions	Format	Task information
1	multiple choice gap fill	12	You choose from four options the right word to fill a gap.	page 36
2	open gap fill	15	You think of a word to fill in each gap in a text.	page 40
3	word formation	10	You think of the right form of a given word to fill in each gap in a text.	page 43
4	gapped sentences	5	You find one word that fits in each of three different gapped sentences.	page 46
5	key word transformations	8	You have to complete a sentence with a given word so that it means the same as another sentence.	page 49

Paper 4 Listening about 40 minutes

You will both hear and see the instructions for each task, and you will hear each of the four Parts twice. You will hear pauses announced and you can use this time to read the questions. There is one mark for each question in this paper. At the end of the test, you will have five minutes to copy your answers onto the answer sheet.

If one person is speaking, you may hear announcements, radio broadcasts, speeches, talks, lectures or anecdotes, for example. If there are two speakers, then you might hear a radio interview, a discussion or a conversation, for example.

Part	Task type	No. of questions	Format	Task information
1	multiple choice	6	You hear three shorter extracts from conversations and answer two questions on each extract.	page 52
2	sentence completion	8	You hear a monologue of approximately three minutes and complete sentences about what you hear.	page 55
3	multiple choice	6	You hear a conversation of approximately four minutes between two or more speakers and answer questions about it.	page 57
4	multiple matching	10	You hear five monologues, of about thirty seconds each, on a related theme. For each monologue, you have to find the right answer in each of two sets of questions, containing eight options each.	page 59

Paper 5 Speaking 15 minutes

You will probably do the Speaking test with one other candidate although sometimes it is necessary to form groups of three. There will be two examiners, but one of them does not take part in the conversation. The examiner will indicate who you should talk to in each part of the test.

Part	Task type	Minutes	Format	Task information
1	The examiner asks you some questions.	3	You talk about yourself and give your opinions.	page 61
2	You talk on your own for about a minute.	1 + 30 seconds (for each candidate)	You talk about two pictures and then comment on the other candidate's pictures for about half a minute.	page 63
3	You talk to the other candidate.	4	You discuss a task based on a set of pictures together.	page 65
4	You talk about things connected with the topic of Part 3.	4	You take part in a discussion with both the other candidate and the examiner.	page 67

Further information

The information about *Cambridge English: Advanced* contained in *Advanced Trainer* is designed to be an overview of the exam. For a full description, including information about task types, testing focus and preparation for the exam, please use the *Cambridge English: Advanced* Handbook, which can be obtained from Cambridge ESOL at the address below or from the website at www.CambridgeESOL.org.

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Task information back

- In Part 1 you have to read three short texts, related by theme, and answer two multiple choice questions on each text.
- The texts can come from a variety of sources – newspaper and magazine articles, fiction, non-fiction and advertisements, for example.
- Some questions are on general aspects of the text while others focus on details.
- The questions may ask about any aspect of the text – detail, main idea, purpose, writer's attitude, implication (i.e. what is suggested rather than directly stated) or features of text organisation such as the use of examples or reference words.
- The multiple choice questions can be either sentences to complete or questions to answer.

Different types of text

In this part of the test you have to deal with different types of text. What type of text is each of the following? How do you know?

Tip! Identifying the kind of text you are reading will help you understand the content of the text.

1 New Power Cream is now even more powerful because it leaves a long-lasting invisible shield that keeps new dirt and grime from really sticking. So next time you clean, dirt comes right off. Goes on easy, comes off easy. Simple as that.

2 A couple who had been out for a spin in their speed boat were left high and dry when their car was accidentally pulled into the sea and sank. The pair, in their 50s, had been trying to attach the boat to their silver BMW when it pulled the vehicle down the slipway and into the water. They watched helplessly as the BMW 7 series filled with water, slowly spun through 180 degrees, then slowly disappeared from view.

3 At night I would lie in bed and watch the show, how bees squeezed through the cracks of my bedroom wall and flew circles round the room, making that propeller sound, a high-pitched zzzzz that hummed along my skin. I watched their wings shining like bits of chrome in the dark and felt the longing build in my chest. The way those bees flew, not even looking for a flower, just flying for the feel of the wind, split my heart down its seam.

4 This conclusion is suggested by a literature review and confirmed by an analysis of a large number of alternative specifications of an industry wage equation using individual wage data and industry characteristics from a number of recent sources. Only industry average education and industry profitability have the same (positive) sign in every specification and in all the studies reviewed. Of these two, only average education was nearly always significantly related to wages.

5 Built before the Pyramids, Stonehenge and the Great Wall of China, the ten houses that can be seen today were occupied from about 3100 to 2500 BC. Historians believe that the site was gradually abandoned as the island's community developed and people's needs changed. Over the centuries it was covered with sand and remained untouched until a winter storm in 1850 brought the Stone Age into the modern era.

It sits just above the magnificent white beach of the Bay of Skaill that arcs round in one huge semicircle. Since the houses' original roofs of turf have long since disappeared, visitors can now look down into the mound and see the layout of the village. The main street, a semi-subterranean passage linking the houses, runs down the middle of the site from today's entrance to what is thought to be a workshop at the other end, a place where tools would have been made.

Different types of question

Answer these questions about the texts opposite.

Tip! Remember to think about the text as a whole as well as looking at details.

Text 1

1 What is the main impression the writer is trying to give of New Power Cream?
- A it makes cleaning surfaces quicker
- B it is enjoyable to use
- C no other cleaning product will be required
- D there is a good reason for its effectiveness

2 Which word best describes the style of Text 1?
- A conversational
- B scientific
- C exaggerated
- D literary

Text 2

3 Where were the couple when the incident happened?
- A sitting in the boat
- B sitting in the car
- C standing on land
- D standing in the water

4 Why did the incident happen?
- A The boat was not properly fixed to the car.
- B The boat rolled down a slope with the car attached.
- C The car pulled the boat into the water.
- D The couple did not detach the boat properly from the car.

Text 3

5 How does the writer feel about having bees come in her bedroom?
- A afraid they will sting her
- B annoyed that they stop her sleeping
- C surprised they could find their way into her room
- D interested to watch their behaviour

6 What does the writer say about the bees' flight?
- A They are unexpectedly powerful and beautiful when flying.
- B They fly to search for flowers even when there is no hope of finding any.
- C They appear to fly for the sheer pleasure of it.
- D They fly with determination to escape from the writer's room.

Text 4

7 What kind of textbook does this paragraph probably come from?
- A a psychology one
- B an economics one
- C a mathematics one
- D a computer programming one

8 Which two things were found to correlate most significantly?
- A branch of industry and profitability
- B education and wages
- C branch of industry and wages
- D education and profitability

Text 5

9 What does the writer emphasise about the village?
- A its beauty
- B its age
- C its size
- D its architecture

10 How was the site discovered?
- A Archaeologists uncovered it by chance.
- B Community historians were investigating the area.
- C Strong winds blew what was covering it off.
- D The land was needed by local farmers.

Test 1 Exam practice — Reading Part 1 ANSWERS

Action plan back

1 Read the introduction to the texts, noticing the theme.
2 Deal with each text, answering the questions on it in turn.
3 Don't forget to read the title of the text because this will give you a good idea of what it is about.
4 Now read the text quickly to get a general impression of its contents.
5 Read each question carefully and underline any key words or phrases in the text that it refers to.
6 Then read the underlined text very carefully and choose the option that reflects what it says.
7 Remember that the correct option will probably use different words to express the idea in the text.
8 Don't choose an option just because it uses words or phrases from the text – incorrect options often repeat language in the text.
9 Before finally choosing the answer, read the other options again and try to tell yourself why these options are *not* correct.

You are going to read three extracts which are all concerned in some way with advertising. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Marketing the Veg-O-Matic

Why did the Veg-O-Matic sell so well? Doubtless Americans were eager for a better way of slicing vegetables. But it was more than that; the Veg-O-Matic represented a perfect marriage of the medium (television) and the message (the gadget). The Veg-O-Matic was, in the television sense, utterly transparent. You took the potato and you pushed it through the Teflon-coated rings and – lo and behold – you had French fries. There were no buttons being pressed, no hidden and intimidating gears: you could show and tell the Veg-O-Matic in a two-minute slot and allay everyone's fears about a daunting new technology. More specifically, you could train the camera on the machine and compel viewers to pay total attention to the product you were selling. TV allowed you to do even more effectively what the best pitchmen strove to do in a live demonstration – make the product the star.

Advice

What is the theme of these three texts?
Each point below relates to a specfic question (i.e. Point 1 relates to Question 1, Point 2 to Question 2, etc.).

***1** Think about the text as a whole as you answer this question.*

***2** What is the more common US term for 'chips' (UK English)?*

***3** The final paragraph provides the answer here.*

***4** All of these would be possible meanings for 'hottest' but which fits the context?*

***5** Read the sentence beginning 'Significantly' to find the answer to this question.*

***6** Look carefully at the rules which are listed with bullet points before answering this question.*

1 The writer's purpose in this piece is to
- **A** contrast TV commercials with the previous approach to marketing.
- **B** point out how revolutionary TV commercials showed the Veg-O-Matic gadget to be.
- **C** explain the role of the TV commercial in an item's success.
- **D** remind readers how TV commercials can reach far more people than other adverts.

2 The Veg-O-Matic would be useful for someone who wanted to
- **A** cook chips safely.
- **B** cut up potatoes quickly.
- **C** peel carrots easily.
- **D** fry in a healthier way.

The summer's hottest window trends

Give the windows in your home a designer makeover this summer with 3 for 2 on stylish interior window shutters.

This summer bring the sunshine flooding in and breathe new life into your home with the very latest in bespoke window dressings – stylish interior window shutters, the perfect alternative to blinds and curtains that will brighten up your interior, old or new. Interior window shutters will not just be a beautiful stylish addition to your windows, they are the perfect window dressing for year-round living and when it comes to summer you'll be surprised just how versatile window shutters can be to help keep your home cool, cosy and comfortable.

The unique design of our shutters means you can control light, shade, heat and privacy with complete ease. Fully adjustable slats let you flood the room with light when you want to make the most of the summer sun as well as providing welcome shade when you need it. And clever folding panels mean you can move the shutters to the side so you can enjoy an uninterrupted view of the outside and make the very most of the sunshine.

All our shutters are handcrafted by joinery experts for a custom made fit and are available in an extensive choice of colours, finishes and styles, that will suit both modern and traditional interiors perfectly. And if you've got a large or unusually shaped window, don't worry. We have a solution for almost every size of window, including bay windows, and a range of specialist shutters.

3 What do the advertisers emphasise about their product in this advert?

- **A** its style and relative inexpensiveness
- **B** its ease of installation in any location
- **C** its ability to transform the appearance of the outside of a home
- **D** its flexibility and suitability for most contexts

4 *Hottest* is used in the headline to suggest that the shutters are

- **A** a fashionable new product.
- **B** particularly appropriate in the summer.
- **C** items that people value very highly.
- **D** good at keeping rooms warm.

ASA Food & Soft Drink Survey: High compliance rates with tightened rules

The Advertising Standards Authority (ASA) Food and Soft Drink Survey reveals a high compliance rate of 99.4% with the Advertising Codes.

This is the ASA's third survey of the food and drink sector since 2007, when new, stricter food and soft drink advertising rules were introduced in response to public concern about childhood obesity and the need to protect children's health.

In a comprehensive monitoring exercise, the ASA assessed 1,110 ads across all media and only seven were considered to be in breach of the Advertising Codes. Significantly, none of the ads breached the new children's food advertising rules, and there were no breaches in online media.

The children's food and soft drink advertising rules state that ads should not:

- condone or encourage poor nutritional habits or an unhealthy lifestyle in children
- actively encourage them to eat or drink at or near bedtime, to eat frequently throughout the day or to replace main meals with confectionery or snack foods
- disparage good dietary practice
- promote consumption of a food purely to get a promotional offer
- encourage excessive consumption

Chief Executive of the ASA, Guy Parker, said, "The ASA will not hesitate to take firm action against advertisers who breach the rules but, as this survey reveals, overall the food and soft drink sector continues to advertise responsibly. The compliance rate underlines the strength and effectiveness of our work and the industry's commitment to maintaining high standards in advertising."

5 According to the text, the report on advertising found that

- **A** advertising standards had improved since 2007.
- **B** all advertising on the Internet obeyed the rules.
- **C** there is now more advertising to promote healthy eating.
- **D** many advertisers of children's foods broke the rules.

6 Which of these adverts is complying with advertising standards rules?

- **A** A mug of our hot chocolate helps you get a good night's sleep
- **B** Free football sticker with each healthy fruit bar – collect the set
- **C** Super fruit-based snacks – you can't have too much of a good thing
- **D** Give your children golden cereals at breakfast – help them stay healthy

Follow-up

Which of the tips did you follow when you did this task?

Task information back

- Part 2 consists of one long text with six gaps numbered 7–12.
- Six paragraphs have been removed from the text and placed after it in random order. There is also a seventh paragraph that does not come from the text at all. These paragraphs are labelled A–G.
- You have to decide which of the paragraphs A–G fits in each of the six gaps in the text.
- The text has a title and there is often also some general information about the content of the text under the title.
- The task checks your understanding of the overall structure of the text and the way in which it develops its ideas.

Useful language: working with reference clues

1 Look at this text which has some missing paragraphs. Underline any words both before and after the gap that might help you find what is missing.

Trees and the Urban Environment

Who doesn't like trees? Nobody. Everybody likes trees. But some people really, really like trees. The staff of an organisation in the UK called "Woodland Trust", for example.

1 [ ]

How can this possibly be? Well, unexpected heatwaves can cause serious health problems, the argument goes, and cities get hotter than rural areas, because buildings retain warmth. But trees have the opposite effect: while shade from their branches cools people under them, evaporation from their leaves cools the air around them. Researchers at the UK's Manchester University estimate that increasing the city's green spaces by 10 per cent could bring the city's temperature down by several degrees. Which might not have the residents of Manchester cheering now, but once global warming kicks in, they might be a bit more grateful.

2 [ ]

For example, the Woodland Trust goes on to argue, albeit in a tone more hopeful than forceful, "there is strong evidence" that green spaces "promote inward investment by creating a more attractive environment for businesses and their staff". True or not, greenery is certainly good for city birds and animals.

3 [ ]

Given such striking benefits, the trust's report concludes that "it is vital that the government sets targets for new woodland". Really, though? It seems unlikely to become a government priority in these straitened times, whatever the long-term financial benefits.

4 [ ]

All the same, just reading about sitting in the cool shade under a leafy tree seems to be having a positive effect on my mental health. Stature and beauty alone can be enough to do it.

2 Think about each of the gaps in Exercise 1. What is likely to be the topic of the text that fills the gap?

3 Now look at Options A–D which fill the gaps in Exercise 1. Underline the phrases in each of these options which connect it to other parts of the text. Then decide which option fits where and why. How accurate were your predictions in Exercise 2?

Tip! Connecting words or phrases like 'moreover' and 'in contrast' will help you work out how the paragraphs fit together.

Tip! Words like 'They', 'so', 'there', 'those', etc. that refer to other parts of the text will also provide useful clues.

A Before that happens, however, they might be pleased to know that the city's rainfall is being quietly managed by its plant life, which reduces water run-off: research indicates that tree cover in cities reduces the cost of drainage and other water management. And there are other economic advantages too.

B Besides, some of the report's claims are a bit shaky. All but 284 of those who died in the most recent heatwave were over 75; trees would not have saved most of them for long. And, with press accounts of aggressive foxes venturing into cities, maybe being kind to urban wildlife isn't as valued as it might be.

C Business covered, the report turns back to health issues. Poor air quality shortens 24,000 lives a year; trees absorb the filth. Without green spaces to walk in, city people get fat, lazy and stressed; trees help with that, too. There are reports that link greenery with reducing blood pressure, raising self-esteem and even controlling behavioural problems in children.

D "We need more native trees and woods in urban areas," insists the Trust's report Greening the Concrete Jungle. Stature and beauty aside, trees have a positive effect on physical and mental health, they bring financial benefits to the cities where they grow and they are good for urban wildlife. They can even save lives, possibly.

Test 1 Exam practice — Reading Part 2 ANSWERS

Action plan back

1 Read the title and, if there is one, the introduction to the text – it will give you an overview of the topic.
2 Read through the text without trying to work out which paragraph goes where.
3 Read through the options A–G, noticing the differences between them.
4 Look carefully at the words before and after the missing paragraph and make sure your choice of paragraph fits 'at both ends'.
5 If you are sure you know the answer to any of the gaps, fill those in first.
6 Don't leave any answers blank – make an intelligent guess if you are not sure of the answer.
7 When you have finished, read through the text with your answers in place to check that it all makes sense.

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which best fits each gap (**7–12**). There is one extra paragraph which you do not need to use.

Improving the Sound of Cities

An expert in sound engineering argues for a better approach to issues relating to noise in our cities.

I went on a "sound walk" in London in spring last year. Thirty people meandered down backstreets, and along major roads. For two hours, we tuned into the city's soundscape. I had not expected to hear birdsong on a backstreet close to a noisy main road, and I was surprised to find I enjoyed the sound of a lock banging against a bike frame as a cyclist rode by.

7 _____

But will we like what we are then able to hear? All those annoying sounds currently masked by traffic noise, such as humming ventilation systems and music escaping from pubs and restaurants will become more audible. It's time to work out how we want cities of the future to sound. So how easy is it actually to do this?

8 _____

However, human response to sound is complicated and relying on traditional measurements of volume is not that helpful. Noise maps also show the problem with the traditional approach. Worldwide, engineers have used expensive computers to generate maps of the sound environment. These look so much like pretty, coloured road maps that some researchers joke it would be cheaper and quicker to colour in a map, using red crayons for busy roads and blue for quiet backstreets.

9 _____

More importantly perhaps, this map ignores significant issues such as the noise my neighbours make. This cannot be included because there are no databases showing where inconsiderate people, such as players of loud music, live. Moreover, it is impossible for such a map to take a listener's perception into account: it is, for example, possible that my line of work has made me overly sensitive to noise.

Advice

7 What does the question after the gap tell you about what must go in 7?

8 What do the question before the gap and the 'However' after it tell you about what must go in 8?

9 What does the use of 'Moreover' after the gap tell you about what must go in 9?

10

Yet noise is still not high on the political agenda, in spite of reliable estimates that 54 per cent of the UK's population live in conditions exceeding daytime sound levels prescribed by the World Health Organisation – 55 decibels for steady, continuous noise.

11

Some researchers aim to do this by setting up focus groups, going on sound walks, trying to capture the emotional response to sound. Others persist with computer algorithms to model people's reactions, gathering extra data, such as the listener's age and gender, to use in the algorithm to redress the inadequacies of the decibel.

12

Once we have lessened the noise, though, what do we want to hear? The Positive Soundscape Project has given us pointers. This unusual interdisciplinary research came out in favour of what seems contradictory: a "vibrant, calm" soundscape. In fact, this makes good sense. A city thrives on vibrancy, so an urban square needs to have a sense of activity: the barista making coffee, the clack of high heels on the pavement, or snatches of conversations from passers-by.

Advice

10 *What does the use of 'Yet' after the gap tell you about what must go in 10?*

11 *What does the sentence that follows the gap tell you about what must go in 11?*

12 *What does the sentence that follows the gap tell you about what must go in 12?*

Tip! Look at the connecting words in options A–G for clues about what must go before or after them.

A In the past, we used to research urban soundscapes in a straightforward way. We'd calculate street noise in decibels, then canvass public opinion and combine the two. I might play a couple of city noises I had recorded and ask subjects to say which sound was more annoying. Since all that researchers wanted to know was the relationship between noise levels and people's reactions, we tended to treat our subjects rather like lab animals.

B Fortunately, this may not be quite as awful as it seems because another problem with decibel measurement is that it does not differentiate between "negative" and "positive" sounds. Take the sounds made by a fountain in a town square or happy children in a playground – either of which might exceed permitted sound levels. Increasingly, scientists have been pressing for these positive sounds to be considered within urban design alongside more traditional noise-control approaches.

C If we acknowledge that urban sound has an aesthetic, which I believe it does, we urgently need to know what governs it and then how designers can work with it. Similar to that of the visual world, it will be built on a complex understanding of cultural theory, sonic art, cognitive and social psychology, engineering, physics and the relationship between them.

D Despite these problems, the crude noise maps we make drive policy. Advocates argue that they have been vital in making politicians take noise slightly more seriously. This must be a good thing: noise has many negative effects, ranging from sleep disturbance to increased levels of stress hormones and reduced performance in schoolchildren.

E As an acoustic engineer, I found this walk a real ear-opener. Urban design is only really concerned with abating noise made by public transport or industry: the subtle and interesting sounds that can enhance cities are overlooked. With the internal combustion engine on its way out, though, the acoustic fog created by cars, buses and trucks will finally lift and other sounds of the city will emerge.

F As the complexity of these models grow, so does my feeling that there must be a better way. Consider a small, relatively quiet, urban square – an acoustic oasis. To design such spaces, traditional engineers quieten intrusions from traffic. Buildings and walls, for example, can be used to block out the sources of noise.

G Take my house. It appears on a sound map with a decibel value of between 60 and 64.9 decibels. Even with a PhD in acoustics I struggle to interpret this. How can the complex way sound varies during the day and between the seasons be meaningfully summed up by a single number?

Follow-up

Did you find the clues before or those after the gap more useful in each case?

Test 1 Training Reading Part 3 ANSWERS

Task information back

- In Part 3 you will read a text followed by seven four-option multiple choice questions.
- The text may come from a range of sources such as a newspaper, a magazine or journal, a book of fiction or non-fiction.
- The questions will focus on such things as main idea and details of the content of the text, writer's opinion and attitude, purpose and implications of the text and features of text organisation, e.g. the use of examples, comparisons or reference words.

1 Choose the best option (A, B or C) to complete the tips for Reading Part 3.

1 You will find the answer to each question
- A in your own knowledge of the topic.
- B only in the text itself.
- C in a combination of A and B.

2 Titles, sub-headings and, occasionally, visuals should all
- A be ignored as they are only there to make the page look better.
- B give you useful information about the content of the text.
- C be looked at after reading the main body of the text.

3 The context will often help you to work out the ...
- A origin
- B meaning
- C pronunciation ... of a word.

Using the title

Titles are important as they give readers an idea of what the text is likely to be about. What do you think articles with the following titles will be about?

Example *Blizzards bring country to standstill about snowstorms causing serious transport problems*

1 Getting air traffic under control
2 Worlds collide at the National Gallery's new exhibition
3 Diary of a teenage millionaire
4 Fashion to cheer you up
5 Secrets of stunning photography
6 How to eat well: it's all in the presentation

Working out meaning from context

1 You almost certainly will not know every word in the text. However, often it is possible to understand roughly what it means from the context. What helps you guess what the underlined words in these sentences mean?

Example *Picnics can be spoiled if there are lots of bugs flying or crawling about trying to share your sandwiches. Bugs must be insects because they fly and crawl and are a nuisance when you are eating outdoors.*

1 I am perched at the top of a stepladder in a village hall.
2 I hadn't thought up the idea myself – it all came about at the behest of my editor.
3 The website aims to teach tricky concepts ranging from quantum physics to chemical structure with the help of animals.
4 A degree of canine discipline was required so I contacted a group of dog trainers.
5 A mention on a popular blog can quickly disseminate your link to thousands.
6 Thanks to the enthusiastic report, website views surged by 8,000 within an hour.

2 **When we need a word for something new, we often give a word that already exists a new meaning. For example, we talk about a computer *mouse* or a *green* political party. The new meaning usually has a clear link with the old one.**

a What do each of the words in italics mean in their new context?
b What is the connection between the new meaning and the old meaning?

Example: *computer mouse*

a *mouse = the thing that you move with your hand and click in order to control what's on your computer screen*
b *its shape resembles a mouse (with a long tail connecting it to the computer)*

1 *green* political party
2 the world wide *web*
3 a *hit* on a website
4 to *surf* the Internet
5 a search *engine*
6 a software *bug*
7 a computer *virus*
8 a *viral* email

Useful language: paraphrasing

Texts often use different words to refer to the same thing rather than repeating the same word. In a text a *dog* may, for example, be referred to, more generally, as an *animal* or a *pet*; more specifically as a *golden retriever* or a *spaniel* or some other breed; or metaphorically as *man's best friend*. Similarly, questions and options in Reading Part 3 will usually use different words to convey the ideas in the text.

1 **Put the words in the box into pairs of synonyms.**

amusing	arrange	concept	discover	entertaining
essential	find out	~~get ready~~	idea	illustrate
imitate	key	mimic	organise	~~prepare~~
show	simple	straightforward	surprising	unexpected

Example: *get ready = prepare*

2 **Rewrite these sentences so they do not use any of the underlined words.**

Example: *The park is very crowded at the weekends. There are a lot of people in the park on Saturdays and Sundays.*

1 It should be straightforward to discover the originator of the email.
2 We've arranged to make the video of the dogs in the coming week.
3 Jake gave me a key bit of advice – to forward my web address to a popular blog.
4 The researchers did not expect to make a breakthrough so soon.
5 Her performance was so entertaining that we begged Jane for an encore.

Test 1 Exam practice — Reading Part 3 ANSWERS

Action plan back

1 Read the title. This will give you some idea of the topic of the text.
2 Read the text first, then read each question very carefully in turn. Underline key words in the question.
3 Remember questions follow the order of the text. Find the part of the text the question refers to. The questions will paraphrase what is in the text. Check the text carefully before answering.
4 Are you confident about the answer? If so, note it down and move on.
5 If the answer is not obvious, eliminate the options you are sure are wrong.
6 If you find one question difficult, move on to the next one.
7 When you have finished, go back to any questions that you left out and look at them again. They may seem easier now. If they don't, just choose one of the options you have not eliminated. Don't leave any questions blank.

You are going to read a newspaper article. For questions **13–19**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

The Making of an Internet Sensation

We've all received those web links from friends 'you must watch this – it's brilliant!' Read how one such popular Internet video was made.

It is a cold November evening and I am perched at the top of a tall stepladder in a village hall. On the floor, 16 golden retrievers stare up at me curiously. They are arranged in a square, four by four. I watch through the viewfinder of my video camera. This, I think to myself, could make me famous.

I hadn't thought up the idea myself – it all came about at the behest of my editor. We want you to write about viral videos, he had told me a couple of weeks earlier. Go and find out why some videos go viral. What makes people share them? It sounded straightforward enough. He sent me a link to *Charlie Bit My Finger*, a video of a baby biting his little brother. It is currently YouTube's most watched video of all time. "I want you to make your own viral and become internet famous," he said. "If this can get 135 million hits, you can do it too."

To better understand what makes people share videos, I turned to Judith Donath of MIT, who studies online social networks. She argues that the factors driving people to share stuff over the web are not that different from the reasons apes pick bugs out of each other's fur: it's a way of establishing social bonds. Other researchers have argued that in human societies, language – especially gossip – has taken on the social function of such grooming. Sharing videos via email or within social networks is just the next step, Donath argues. "Sharing online is equivalent to small talk," she says. "It's a little gift of information. It shows 'I'm thinking of you.'"

Video sharing is also a way of making a statement. "In addition, people use videos as a way of showing their position in the 'information-technology ecology'," Donath says. "A video reflects on the person who sends it." In other words, people will pass on a video if they think it's cool – because it makes them look cool too. I have friends and colleagues who are cool, so I quizzed them for

Tip! You may find it useful to read the questions but not the options before you read the text – this may help you focus on the most appropriate bits of the text.

Tip! Don't expect to understand every word or phrase in the text. The general context may help you to understand roughly what unfamiliar words or expressions mean.

Tip! The answer must say the same as what is in the text – don't choose an option just because it states something true, if that truth is not in the text. And don't choose an option just because it uses some words from the text.

Advice

Title *– what does the title tell you about the text?*

15 *'Such' means you have to look back for something previously mentioned in the text. Make sure what you find makes sense in the context of the 'such' sentence.*

16 *Donath is quoted twice. Which phrase in the text reflects the idea of 'further reason' in the question?*

18 *'Sneezer' is explained in the text (Paragraph 6). What does it mean? Which of the options helps the writer in this way?*

19 *Think about the overall meaning of the text before answering this question.*

inspiration. Eventually, we hit upon a winning idea. I called it *Pets Teach Science*. The aim is to demonstrate tricky concepts ranging from quantum physics to chemical structure with the help of man's best friend and other furry companions.

The next question was what to film for the first episode. For what I had in mind, a degree of canine discipline was required, so I contacted a group of dog trainers. They agreed to help, and last month we made a film using 16 of their dogs to illustrate the structure of the atom. Some of the animals acted as the protons and neutrons in the nucleus, while the rest circulated to mimic the electron cloud.

A few days of shamelessly begging all my friends and family to disseminate the video resulted in fewer than 1,000 hits. The big breakthrough came after a tip from Michael Wesch, an anthropologist who studies the behaviour of visitors to YouTube. One of the key bits of advice he gave me was to send the video to a so-called "sneezer" – a media outlet or blogger that can quickly disseminate your video to a large number of people. "Almost every viral has a catalyst moment at which it has a big leap of, say, 100,000 viewers at once," he says. For the massive videos, that sneeze can be anything from a TV appearance to a tweet by a popular Twitterer. This catapults the video onto YouTube's daily "most popular" lists, and the chain reaction begins. Even if only 1 in 10 people continue to share the video, you have succeeded.

It happened for me when I sent a link to the free London paper *Metro*. The paper gave *Pets Teach Science* an enthusiastic write-up, and the video's views surged by about 8,000 within a few hours. It soon appeared on YouTube's "pets and animals" page. In the following days, it was referred to in a couple of influential blogs and that almost doubled my hits overnight to more than 50,000. The growth continues, proving that with a little cunning, and some cute pets, anyone can make a video go viral. I can reveal that Charlie's record remains intact. Still, despite my worst fears, my video turned out to be a surprising success. Next up on the channel is a sleepy fat cat which will demonstrate Einstein's general theory of relativity with a trampoline. Keep watching!

13 The writer is on a ladder at the beginning of the article because

- **A** he is getting dogs ready for a video.
- **B** someone is filming him with some animals.
- **C** he is trying to make a special type of video.
- **D** he is observing people making a film.

14 What does the writer's editor want him to do?

- **A** make them both famous
- **B** investigate the success of the YouTube website
- **C** get a film of some golden retrievers
- **D** discover the reasons for the popularity of some videos

15 What does 'such grooming' in line 19 refer to?

- **A** using small talk
- **B** sharing stuff on the web
- **C** looking after each other like animals do
- **D** establishing social networks through gossiping

16 Which of these does Donath give as a further reason why people share videos?

- **A** People enjoy entertaining their friends.
- **B** People use videos as a statement of their ideas.
- **C** People think it gives them a good image.
- **D** People want to practise their technical skills.

17 What will the videos the writer is planning do?

- **A** show dogs doing amusing things
- **B** present animals being trained in a scientific way
- **C** use animals to illustrate scientific ideas
- **D** demonstrate some simple experiments

18 Who or what acted as a 'sneezer' for the writer's video?

- **A** a local newspaper
- **B** a popular online writer
- **C** an anthropologist
- **D** a specific website

19 In this article the writer's main aim is to

- **A** demonstrate that viral videos are relatively easy to produce.
- **B** examine why viral videos are successful.
- **C** show that viral videos can have an educational purpose.
- **D** educate his readers in the tricks used by viral video makers.

Follow-up

Did you follow all the steps in the Action plan?

Task information back

- In Part 4 there are 15 questions.
- You have to read either one long text divided into four to eight sections labelled A–(H) or four to eight shorter texts labelled A–(H).
- You have to find the text, or section of text, which answers each of the 15 questions and write down the appropriate letter.
- Each text will provide the answers to more than one question.
- Sometimes there may be two possible answers to one question. If this is the case, then the question paper will make that clear.
- Part 4 tests your ability to locate specific information relating to detail, opinion and attitude.

Reading the questions

1 Read these questions. Which words would you underline in them?

In which book review are the following mentioned?

1 a character with a resemblance to a real-life celebrity
2 a story that is partially based on the author's own childhood
3 a book which has been not very successfully adapted to another medium
4 a story that has an unexpected twist at the end
5 a gripping book with an eccentric main character
6 a detective story which holds the reader's attention until the very last page
7 an over-complicated and not totally convincing plot
8 a story which is set in the past but has a modern feel to it

Tip! It is important to read the questions carefully. It can help to underline or highlight key words so that you know what to focus on.

2 The texts are unlikely to use the same words as the questions. Answer these questions about the task in Exercise 1.

1 What phrase might convey the idea of *having a resemblance to*?
2 What adjective might be used to say that a text is based on the author's life?
3 What is the most likely other medium for a book to be adapted to?
4 What phrase might replace *unexpected twist*: *unusual turn of events* or *surprising location*?
5 Which of these words might a reviewer use to convey a similar idea to *gripping*: *thrilling, amusing, spellbinding, puzzling, engrossing, inspiring*?
6 How might the reviewer convey the idea of an eccentric main character?
7 What phrase could be used instead of *detective story*?
8 What phrase might be used instead of *until the very last page*?
9 What would be another way of saying *over-complicated*?
10 How might the reviewer express the idea that he or she did not find the plot totally convincing?
11 How might a reviewer express the idea of a story being set in the past?
12 How might a reviewer express the idea that a story has a modern feel to it?

Tip! Try to think of synonyms or paraphrases for key words as you read the questions.

Scanning

1 **Names and numbers are relatively easy to find when scanning a text. In 30 seconds, which proper names (e.g. of people, places, books ...) and which dates can you find in this text?**

Tip! In this part of the test you should scan the text rather than read it in detail.

Science in Fiction

Science fiction thrillers have a rich history. Erica Wagner picks her favourites

By the time of his death in 2008, Michael Crichton had become the giant of the science thriller genre. He was perhaps best known for his novel *Jurassic Park* – published in 1990 – and the film spin-offs of his books. (I say 'best-known' but let's not forget that he was also the man behind the famous story of the little alien ET, who befriends a small boy.)

For my money, however, his finest and most frightening novel was one of the earliest: *The Andromeda Strain* published in 1969. The novel builds on the premise that if we are ever to encounter aliens from another galaxy, they are much less likely to be little green men than microscopic life forms.

On a slightly jollier note, sticking to alien life, there's Carl Sagan's *Contact*, published in 1985, the tale of a radio astronomer who encounters a signal that could have been sent only by an intelligent life form. On one visit to the Jodrell Bank Observatory in Cheshire I was heartened to discover that this book (and the 1997 film starring Jodie Foster) was a favourite of the astronomers there.

But back to putting a shiver down your spine. How about Mary Shelley's *Frankenstein*? First published, anonymously, in 1818, it shows that even in what the writer and academic Richard Holmes so memorably termed 'The Age of Wonder', the dark side of scientific research was never far from imaginative minds.

2 **Now take another minute and find the answers to these questions about those names and numbers. The questions do not follow the order of the text.**

1 Who is the author of this article?
2 Which is the oldest book she mentions?
3 Which is the most modern?
4 What can be found in Cheshire?
5 Which creations bearing Michael Crichton's name are mentioned in the article?
6 Which of these does the reviewer say she likes most?
7 Which of Jodie Foster's films is mentioned in this article?
8 Whose name was on the title page of the first edition of *Frankenstein*?
9 When was the book that the Jodrell Bank astronomers like published?
10 Who coined the phrase 'The Age of Wonder'?
11 Which age does 'The Age of Wonder' refer to?
12 When did Michael Crichton die?

Test 1 Exam practice — Reading Part 4 ANSWERS

Action plan back

1 Read the introduction to the text(s) to get a general idea of what you are going to read about.
2 Remember that the questions come before the text(s) as you are supposed to focus on these first.
3 In this task the questions do not match the order in which the answers appear in the text(s).
4 Skim the text(s) to get a quick impression of the content. Don't read it (or them) in detail.
5 Read each question and scan the text(s) to find the information or opinion that you need.
6 Remember to check your answers. Check the questions against the text(s).
7 The questions usually use different words to communicate the ideas in the text(s), so if you find identical words in the question and the text(s), it doesn't mean you have found the right answer.

You are going to read an article containing reviews of films. For questions **20–34**, choose from the reviews (**A–E**). The reviews may be chosen more than once.

In which review are the following mentioned?

a central character who is said to be friendly	20
a character who is not honest with his relatives	21
a director with a part in his own film	22
a film which makes insufficient impact on the eye	23
a lot of money being spent without many obvious gains	24
a production that would have been improved by being shorter	25
a son deals with problems with his parents in an unusual way	26
a story aimed at the youth market	27
a partially successful new version of a popular old movie	28
a true story of a search for a family member	29
a youngster who uses sport to overcome his difficulties	30
an aspect of the film has an educational element	31
the film might be understood to have a different meaning from what was intended	32
the acting rescues an otherwise problematic film	33
the film has its origins in a previously popular television drama	34

Advice

20 *Which phrase or sentence in one of the texts conveys the idea of a friendly character?*

21 *Find the texts which refer to relatives. Which of these is the one that features someone being dishonest?*

23 *What word or phrase might you expect to find to convey the idea of a film's impact on the eye?*

24 *Which of the texts refer to the cost of making the film? Which matches the idea in the question?*

27 *A number of the texts use the word 'teenage' but these do not necessarily include the one that is the correct answer.*

30 *Which of the texts refer to sport? Which of these matches the idea in the question?*

34 *Skim the texts to find the words 'television' or 'TV' and then check whether what you find matches the idea in the question.*

At a cinema near you this week

There is a variety of films on general release this week. There should be something to appeal to most tastes and age groups.

A **Bush Trials** This documentary follows the popular lead singer of the band *Furry Monsters* as he travels through Australia in search of a long-lost relative, a fellow musician. In the process he acquaints himself with a small community living in the outback. He stays with them for longer than he intended, forgetting about his relative but getting to know them and becoming involved in their life. He's a likeable guide, chatting enthusiastically to local residents and joining them in concerts and table tennis tournaments in their village hall. The film is informative about Australian histor]y without being too heavy. Does he meet his relative? Well, I recommend you go and watch *Bush Trials* and then you'll find out.

B **Car Heroes** This film is intended as a proper action movie for today's youngsters rather than a nostalgia fest for those of us who remember the 1980s television series. The film proudly shows off its distance from the original in an irreverent prologue in which the heroes' trademark black van is disposed of in no uncertain terms. Even the fondest fan would be hard put to argue that the TV show was a cultural landmark worthy of a preservation order and yet I'm not convinced that this film has any right to be so pleased with itself. Its action scenes are, of course, a lot more expensive than the TV show's brief shoot-outs but only one of these shows much imagination and so were hardly worth the expense. Well, that's how I felt at least.

C **Acing It** For this high-budget remake of the 1994 film about a bullied boy who gets his own back by learning judo, the director has kept to the tried and tested plot while souping up the action to modern standards. The contest that provides the climax to the film is now an event of Olympic scale and flamboyance and the fights it features are certainly more dynamic than before even though the participants are younger, 12-year-olds rather than the original film's car-driving, party-loving teenagers. The film generally provides decent entertainment. Its main weakness is that it drags in places and ends up rather more drawn-out than it needed to be. Nevertheless this is definitely a film you should consider for a family outing.

D **Will** Made in Scotland by the extraordinarily successful young Canadian director, Jack Fox, this film was not deliberately made as a parody of cinema pretentiousness although it could certainly be interpreted as such. A teenage boy escapes from his bad-tempered parents in their dark old castle in the Highlands by climbing into the surrounding trees and refusing to come down – a lifestyle choice he manages to maintain for several months. Apart from a few striking moments showing the boy clambering through the forest, it lacks the sort of visual intensity that might have allowed the film to succeed despite its other shortcomings. Far from seeming noble or poignant, the boy's tree life remains just an anti-social teenage sulk. He should be grounded.

E **Red Lake** The director of this film also plays its central character: a prison guard and family man, who means well but can't help keeping secrets from his wife and kids. The big one is that the young ex-convict that he has taken under his wing is his son from a long-ago relationship, but, curiously perhaps, he's just as unwilling to reveal he's attending both acting and golf classes. Meanwhile other family members have secrets of their own. The film aims for a balance between life lessons, drama and farce. This doesn't work particularly well. All the same, it is easy to watch, mainly thanks to the surprisingly powerful performances of the two main characters.

Follow-up

How could you improve your performance in this kind of task in future?

Task information back

- Part 1 is a compulsory task.
- In Part 1 you have to write 180–220 words.
- You may have to write an article, a report, a proposal or a letter.
- The question consists of instructions plus extracts from, for example, a letter, an email, a diary entry, a diagram, an advertisement, etc.
- The question will include detailed instructions - you must read these very carefully and do exactly what is asked.
- The instructions will tell you clearly *what* you have to write and *why* you are writing it, as well as *who* you are writing for.

Identifying types of writing

1 The following statements are true about one or more of the types of text you may have to write in Part 1. Choose A, B, C and/or D. Some questions have more than one answer.

Text types	
A	article
B	letter
C	proposal
D	report

1 It is good to give this type of writing a title.
2 Headings within the text are appropriate.
3 This kind of text will begin *Dear ...* .
4 This kind of text has to be clearly organised into distinct paragraphs.
5 This kind of text aims to persuade the reader.
6 The writer usually knows exactly who will read the text.
7 This kind of text usually tries to evaluate something that has happened or that the writer has experienced.
8 This kind of writing is more likely to be in a formal or neutral style than an informal one.
9 The writer usually begins with an overview of his or her reasons for writing the text.
10 The writer will try to begin this text in a way that will catch and hold the reader's interest.

2 Complete these sentences – which are characteristic of either an article, a letter, a proposal or a report – with the appropriate preposition. Then identify the text type that the sentence is most likely to have come from.

1 I look forward ..to.. hearing from you again soon.
2 ..... conclusion, the campaign can be considered as having been a total success.
3 I've been terribly busy this month but ..... last I've managed to find enough time to sit down and write to you properly.
4 Venice has to be one ..... the most romantic cities ever built.
5 I make this recommendation ..... a number of different reasons.
6 Do you prefer travelling ..... your own or ..... the company of other people?
7 I am writing to congratulate you ..... the service which my wife and I received ..... your restaurant last night.
8 ..... the few slight problems which the group experienced this year, I have no hesitation ..... recommending the course for other students ..... the future.
9 The following recommendations are based ..... generally accepted estimates ..... regard to the city's probable future needs for leisure facilities.
10 According ..... the results of our survey, female students make more use ..... the college's libraries than male students do.

Understanding how writing is assessed

1 **The people who mark your writing ask themselves a number of questions about your work. Match each of their questions (1–6) with the aspect of language that it is focusing on (A–F).**

1 Does the answer cover all the necessary points?
2 Does the answer contain a lot of language errors?
3 Does the answer use a variety of words and structures?
4 Is the answer written in clear, well-connected paragraphs?
5 Is the answer in an appropriately formal or informal style?
6 Would the answer have the right effect on the reader?

A Organisation
B Range
C Register
D Content (dealing with the necessary points)
E Communicative achievement
F Accuracy

2 **This piece of writing got a poor mark for accuracy. Correct the ten language errors in it.**

I am writting this article to discuss about the advantages and disadvantages of building a new theatre at the college. At first, I would like to draw your attention on the fact that our college has a drama department for the last ten years and yet it still doesn't have an own theatre. This means that drama students must to put on there productions in a theatre in the city, what is expensive and, of course, not very convenient too.

3 **This piece of writing got a poor mark for range. Change the underlined words to more interesting words, adding to or expanding on them, in order to gain better marks.**

I would recommend that you choose Brown's Hotel for your holiday. We had a great time there last year. The rooms were beautiful, the food was good and the staff were very nice too. It's central so you can walk to lots of interesting places.

4 **Do these sentences that candidates wrote use an appropriate register? If not, say why not and write an improved version of the sentence.**

1 (letter to a friend) Would you do me the honour of accompanying me to the theatre next Saturday?
2 (proposal to a town council) It'd be great if you can see your way to putting my ideas into practice. Am sure you won't regret it!
3 (opening sentence in article for international magazine) Its main disadvantage is the fact that its public transport system is so poor although I suppose some people would say that it's not a bad idea to walk everywhere anyway, given that it's a relatively small town without many hills and so it's pretty easy to make your way around its picturesque little streets on foot.
4 (report for college principal) I'd love to write more about this topic and must apologise for simply not having adequate time to do so.

5 Here is an example of a Part 1 writing task. Read the task below and answer the following questions about it.

1 What are the main content points that the examiners will be looking for?
2 What kind of text do you have to write?
3 What are the conventions of this text type in English which you should follow in your answer?
4 What register will you need to use?
5 How many paragraphs will you need and what will the topic of each one be?
6 What effect will you want to have on the target reader?

You are on the committee of an English language club in your area. An ex-President of the club has donated a sum of money to it.

Read the email from the Club President together with part of a letter from the donor, on which you have made some notes. Then, **using the information appropriately**, write an article, commenting on each option and explaining which is your preferred choice.

From: Club President

Subject: Donation

Could you write an article for the club magazine, explaining about the donation and possible ways to spend it? Also recommend one option, saying why you think it's best.

I'd like the money to be spent on one of these options:

- building up library (books + DVDs) ← *good but already quite a few*
- paying for two members to do course in UK ← *great but 2 out of 150 members*
- paying for weekly guest speakers to talk to club ← *yes, provided choose them well*

Now write your **article**, as outlined above. You should use your own words as far as possible.

Test 1 Exam practice — Writing Part 1 ANSWERS

Action plan back

1 Read the question very carefully, highlighting all the significant points you must include in your answer.
2 Allow plenty of time to plan your answer carefully.
3 Think about *what kind of text* (letter, report, proposal or article) you have to write and follow the English conventions for that text type.
4 Think about *who* you are writing for – how will this affect what you say and how you say it?
5 Think about *why* you are writing (for example to evaluate, to complain, to persuade, to suggest ...) and how these aims will affect your response.
6 Organise your writing in clear paragraphs.
7 Write 180–220 words. If you write less, you probably won't deal with all the aspects of the question or show an adequate range of language and you may also be penalised for writing too much.
8 Don't just copy parts of what is written on the question paper – try to put the points into your own words.
9 When you want to make a correction, do so as neatly as possible.
10 Spend time checking your work.

1 First answer these questions about the task on the following page.

1 What are the main content points that the examiners will be looking for?
2 What kind of text do you have to write?
3 What are the conventions of this text type in English which you should follow in your answer?
4 What register will you need to use?
5 How many paragraphs will you need and what will the topic of each one be?
6 What effect will you want to have on the target reader?

2 How could you express these points from the input text in other (if possible more formal) words?

1 Lessons great
2 Students from lots of countries
3 Small classes
4 Good facilities
5 Too much homework
6 Few social activities

3 Now write your answer to the task.

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

Last summer you and some classmates attended a month's English language course organised by a college in your local area. Your teacher has emailed you about this.

Read the email from your teacher together with some notes you have made from a meeting with your classmates. Then, **using the information appropriately**, write a report for your teacher, commenting on the course and explaining whether you would recommend it for other students.

Subject: Summer English Course

We want to decide whether to send more groups of students on this course. Please can you discuss your impressions with the others who attended the course. Then write a report discussing the strengths and weaknesses of the course and explaining whether you would recommend it or not.

Notes from Meeting

Lessons great – (e.g. on pronunciation, ...)
Students from lots of countries
Small classes
Good facilities, e.g. ...
Too much homework
Few social activities

Now write your **report**, as outlined above. You should use your own words as far as possible.

Follow-up

Did you read the question carefully and do exactly what it asked you to do?

Tip! Keep to the word limits suggested. If you write too much, you're likely to include irrelevant detail, which will have a negative effect on the reader.

Advice

The task asks you to comment on the strengths and weaknesses of the course. What will you discuss as strengths and what will you discuss as weaknesses?

You're also asked to make a recommendation. You might or might not want to recommend this course. Looking at the input text, which are you more likely to do?

The use of 'e.g.' and '...' in the input text invite you to give examples and expand on the relevant points. What examples could you give and how could you expand on the points relating to lessons and facilities?

Tip! Write your answer on alternate lines so that you can make corrections more easily.

Tip! Make it clear where one paragraph ends and the next begins (either by indenting or by leaving an extra line between the paragraphs)

Task information back

- In Part 2 you have to write 220–260 words.
- You have to choose one task from a choice of five.
- One of the tasks offers two questions based on set texts.
- You may be asked to write an article, a competition entry, a contribution to a longer piece, a report, a proposal, a letter, an essay, an information sheet or a review.
- Questions about set texts will only ask you to write one of these text types – a review, a report, an article or an essay.
- The instructions will state clearly *what* you have to write and *why* you are writing it, as well as *who* you are writing for.

Identifying *what, why* and *who*

1 **What you have to write affects the way in which you write your answer. Complete the table below with the appropriate text-type from the box.**

report information sheet proposal review
letter of reference / application essay
article / contribution to a feature competition entry

Text-type	Layout features	Language features
1	title	has to catch and hold readers' attention – so needs an interesting opening and effective ending
2	title	has to stand out from other pieces on the specified topic – so needs a striking opening and a memorable ending
3	title sub-headings	early statement of reason for writing absolute clarity of language describing something precisely ends with a conclusion – which will often be a recommendation
4	title sub-headings	early statement of reason for writing absolute clarity of language persuasive language argument backed up by clear reasons
5	title usually provided – no point in writing it out again	neutral or formal language clearly organised structure likely to come to a definite conclusion
6	title sub-headings	distinct sections – not as linked together linguistically as paragraphs would be in, for example, an essay or an article
7	title	early statement of the subject some factual information about the subject more of the content of the piece should be devoted to the writer's opinion than to facts about the subject writer's opinion backed up by examples relating to the subject
8	opening and closing formulae (Dear ..., and Yours sincerely, / faithfully,)	clear opening paragraph giving reason for writing language that persuades by giving reasons supported by examples

2 **What you have to write usually includes two or three specific points that you have to deal with in your answers. Note down the three key aspects of the topic in each of these exam tasks. The first one is done for you as an example.**

1 You see this advertisement in a sports magazine.

> **COMPETITION**
>
> Be a sports journalist for a day!
>
> Which event would you want to go to and why?
> Who would you want to interview and what would you ask?
> Why do you think you would make a good sports journalist?
>
> The best entries will win tickets to major sports events.

Write your **competition entry**.

The specific points here are:

- *naming a sports event and explaining why you would want to go to it*
- *naming a sports personality you'd like to interview and suggesting one or more questions you'd ask*
- *explaining why you think you'd be a good sports journalist*

2 This is part of a letter you receive from Sam, an English-speaking friend.

> *As you know, I'm planning to study medicine at university. However, three friends are taking a year out and are setting off around the world when we leave school in June. I want to join them but my parents say I'm too young and that it won't benefit my studies in any way. How can I persuade them to let me go? And why don't you come too?*

Write a **letter** to Sam, answering his questions.

3 The college where you study English wants to produce a set of information sheets for students new to both the college and the local area. You have been asked to prepare an information sheet telling them about opportunities for students in your area to get involved in voluntary work. You should also explain how voluntary work benefits both the volunteers and the community.

Write your **information sheet**.

3 **When we write something our aims can be described in functional terms; we may be writing, for example, in order to explain, to give our opinion, to recommend, to suggest, to apologise, to complain, to persuade… . Look at the questions in Exercise 2 and note which functions are involved in each question. (There is more than one function in each question.)**

4 **Who we are writing for affects how we write. Look again at the questions in Exercise 2. Who are you writing for in each case? How does this affect what you write and how you write it?**

Useful language: expressing functions

1 **Match the sentences below with the main function they are used to express from the box. One sentence is expressing a function that is not in the box. Which sentence is that? What function is it expressing?**

apologising	complaining	congratulating
recommending	suggesting	

1 One possibility would be to organise a meeting to find out how other students feel about the proposed new timetable.
2 It is disgraceful that members of your staff should have such a careless attitude towards their work.
3 I should not have borrowed your bicycle without asking your permission.
4 One of the options would be more expensive to implement than the others.
5 The third option seems to me to be the preferable choice because it would benefit the largest number of people.
6 Your success is a magnificent achievement and one that you should take great pride in.

2 **In an advanced exam, you need to show that you can express functions in more than one way. Here are example sentences using some of the functions that you often need to express in the exam. In each case one word is missing. Complete the sentences.**

Complaining

1 I am writing to complain ..... the service I received in your hotel last weekend.
2 If I do not receive a satisfactory response, then I shall have no ..... but to send a full account of the way I was treated to your Head Office.
3 It was very upsetting to be spoken ..... so impolitely ..... your reception staff.

Persuading

4 I feel sure you would ..... it if you did not ..... advantage of this exceptional opportunity.
5 There's no denying the ..... that this is a very generous offer.
6 Surely you must ..... that opportunities like this do not arise very frequently.

Recommending

7 If I were in your ..... I wouldn't hesitate to seize the opportunity on offer.
8 ..... my opinion, the best ..... of action would be to carry out a survey to discover how local residents feel about the proposal.
9 ..... no circumstances should you ..... a hasty decision.

Giving reasons

10 There are a number of reasons ..... I am of this opinion.
11 I should like to ..... forward the case for a rather different approach from the one that has been taken in the past.
12 The project has been temporarily suspended owing ..... a lack of funding.

Test 1 Exam practice — Writing Part 2 ANSWERS

Action plan back

1 Choose the task that you think you can write the best answer to.
2 Read the question very carefully, underlining the key points. Think about *what kind of text* (e.g. letter, report, proposal, ...) you have to write and follow the English conventions for that text-type.
3 Think about *who* you are writing for – should your language be formal, informal or neutral?
4 Think about *why* you are writing (for example, to inform, to entertain, to persuade, to complain, ...) and how these aims will affect your response.
5 Make a plan before you start writing.
6 Organise your answer in clear paragraphs.
7 Use a variety of structures and vocabulary – make a quick list of possible structures and vocabulary before you start.
8 Allow time to check your writing.

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **220–260** words in an appropriate style.

---

2 In class, you have been discussing attitudes towards leisure. Your teacher has asked you to write an essay saying whether you agree with the following opinion:

It is as important to teach children at school about making effective use of leisure time and about having successful relationships with friends and family as it is to prepare them for their working lives.

Write your **essay**.

3 You see this announcement on a music website.

> We want to increase the range of reviews on our site. Please submit to us a review of an album which has made an impression on you. Briefly outline the contents of this album, comment on its particular qualities and explain what kind of people you think this album is most likely to appeal to.

Write your **review**.

Tip! You can write in either British or American English, but keep to either one or the other. Don't write, for example: *The theater is in the centre of the town.*

Advice

2 *An essay is quite a formal piece of writing and so it is particularly important that its structure should be clear with a distinct topic for each paragraph, a logical development in the argument and an appropriate conclusion.*

3 *The use of 'explain' here means you shouldn't just say that the album is likely to appeal to, for example, young women, but that you should give reasons why you think this.*

4 You see this announcement in an international magazine.

> **COMPETITION**
>
> What if ....
>
> Sometimes small events – missing a bus, going to the theatre, talking to a stranger on a train – can change our lives. Explain how some such small event changed your life or that of someone you know well and imagine how things might have been different if that event had not occurred.
>
> Generous prizes for the best entries.

Write your **competition entry**.

Advice

4 To win a competition it is important to have a strong opening and an effective conclusion – first and last impressions count!

5 *Note that the following questions are designed to give you practice answering a question on any set text. In the actual exam each of the questions will be clearly related to one specific text only.*

(a) In class you have been discussing the importance of titles for books and films, considering how these must both reflect the contents of the story and also catch the interest of potential readers or viewers. Your teacher has now asked you to write an article for the college magazine discussing how effective and appropriate the title of *Text X* is.

Write your **article**.

(b) A college library has invited users to submit reports on texts that they have found useful in helping them improve their knowledge of English in an enjoyable way. You decide to write a report on *Text Y*. Your report should also explain what kind of students are likely to find *Text Y* particularly useful and enjoyable.

Write your **report**.

Tip! If you choose to answer one of the Question 5 options in relation to the set text you are studying, then remember that you will have to include detailed information relating to that text.

Tip! Only answer one of the Question 5 options if you know the set text well.

Follow-up

Did you check your work for your most frequent errors?

Task information back

- In this task there is a text with 12 gaps (plus one example).
- For each gap there is a choice of four words or phrases, A, B, C and D. You have to choose the correct one to fill the gap.
- You need to read the text carefully and think about its meaning in order to fill the gaps correctly.
- The gaps focus on vocabulary items rather than grammar words.
- To fill some of the gaps correctly you will need to know how words often combine in collocations and set phrases.

Useful language: putting words in context

Explain why the underlined words do not fit in these sentences. Then suggest a word which could replace it without making any other changes to the sentence.

Tip! Sometimes a word will not fit because of something in the grammar around it.

1 Simon's brother found himself a good work as head chef in a popular restaurant.
2 You can count Harriet to be willing to help you out if you run into difficulties.
3 Don't worry to ask if you need more information.
4 The hotel receptionist will explain you how to get to the conference centre.
5 I'd love to do that long train travel from Moscow to Beijing.
6 A police is questioning the person who stole my bike.

Useful language: identifying collocations

1 **Three of the words in each set collocate with the given verb. One does not. Which are the three correct collocations?**

Tip! Sometimes choosing the right word is a matter of identifying the right collocation.

1 give a party / a mistake / a lecture / someone a smile
2 lay an egg / the blame on / the table / an excuse
3 make the washing-up / arrangements / an apology / a noise
4 pay attention / a ticket / tribute to / a compliment
5 run an exercise / a business / a race / a campaign
6 shoot a film / a target / an arrow / a camera
7 stand a possibility / a chance / trial / for parliament
8 take care / turns / a promise / a chance

2 **Now choose one of the collocations from Exercise 1 to complete each sentence.**

1 It isn't fair that they ..... you for other people's mistakes.
2 It says in the papers that four men are to ..... next month for that robbery at our local bank.
3 Paul crept in at about 2 am trying his best not to ..... and wake his parents.

4 Professor Hughes is going to ..... next week on the history of the printing press.
5 Come on, children. Play nicely. You must ..... on the swing.
6 We've chosen a new advertising agency to ..... for our latest range of products.
7 The Minister made a speech to ..... the soldiers who had fought for their country.
8 Paul usually ..... any travel ..... for his boss.

3 **Choose the correct option to complete each sentence. In each case the answer will depend on a collocation.**

1 We ..... a really great time at the beach last summer.
A spent B passed C had D made

2 When she moved abroad, Sarah joined an evening class in order to ..... friends.
A have B find C meet D make

3 The proud father was very excited when his son ..... his first steps.
A made B took C gave D did

4 The builder ..... our attention to a crack in the wall.
A drew B attracted C put D showed

5 My parents contributed a ..... amount of money to the fund.
A big B large C great D high

6 There was a time when the ..... person could not afford a mobile phone.
A everyday B common C regular D ordinary

7 The CEO will ..... a meeting with his management team this morning.
A visit B join C attend D follow

8 All the children at this school are required to ..... sport every afternoon.
A go B do C train D practise

Thinking about meaning

Tip! To find the correct option, you need to think carefully about the meaning of all the different options.

Choose the correct option to complete each gap.

1 Sally's party promises to be the social ..... of the year.
A event B activity C programme D festival

2 It can be difficult to have someone in your own family ..... you how to drive a car.
A learn B practice C teach D qualify

3 Computer programming is certainly not my ..... of expertise.
A part B section C system D area

4 The restaurant offers a ..... range of international dishes.
A wide B distinct C changeable D various

5 At the moment the country has a number of serious ..... problems.
A tricky B economic C trivial D economical

6 The students would find the flat more ..... if it were closer to the college.
A suitable B adequate C convenient D practical

Test 1 Exam practice — Use of English Part 1 ANSWERS

Action plan back

1 Read the title as this will tell you what the text is about.
2 Read the whole text before you start answering the questions.
3 When you answer each question, look at both what comes before and what comes after the gap.
4 Think of a word you might expect to fill the gap before looking at the options.
5 Consider each of the options, eliminating those you know are incorrect.
6 Check that the word you choose for each gap makes sense.
7 Check that the answer you choose fits the sentence grammatically.
8 When you have finished, read through the whole text to make sure it makes sense.

Follow the exam instructions, using the advice to help you.

For questions **1–12**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Example:

0 **A** struggle **B** combat **C** threaten **D** contest

Answer:

0	A	B	C	D
	—	■	—	—

Why people laugh

Sunday May 4th will be World Laughter Day. Dr Madan Kataria, who introduced this annual event, says we need more laughter in our lives to **(0)** ..... the global rise of stress and loneliness. But surely that strange sound that we make periodically can't be the **(1)** ..... to such problems.

If an alien were to land on our planet and **(2)** ..... a stroll among a crowd of earthlings, it would hear a lot of 'ha-ha' noises. It might wonder what **(3)** ..... this strange habit served. If we ask ourselves what **(4)** ..... a good laugh, the obvious answer is that it is a response to something funny. But one scientist, Robert Provine, says humour has surprisingly little to **(5)** ..... with that. Instead, it lies at the **(6)** ..... of such issues as the perception of self and the evolution of language and social behaviour.

Provine realised that you cannot capture **(7)** ..... laughter in the lab because as soon as you **(8)** ..... it under scrutiny, it vanishes. So, instead, he gathered data by hanging around groups of people, noting when they laughed.

He collected 1,200 laugh episodes – an episode being **(9)** ..... as the comment immediately preceding the laughter and the laughter itself. His analysis of this data **(10)** ..... some important facts about laughter. "It's a message we send to other people – it **(11)** ..... disappears when we're by ourselves," he says. "And it's not a choice. Ask someone to laugh and they'll either try to **(12)** ..... a laugh or say they can't do it on command."

1	**A** way	**B** answer	**C** end	**D** response
2	**A** make	**B** get	**C** walk	**D** take
3	**A** reason	**B** purpose	**C** idea	**D** meaning
4	**A** results	**B** leads	**C** prompts	**D** concludes
5	**A** go	**B** bring	**C** do	**D** set
6	**A** root	**B** stem	**C** head	**D** back
7	**A** complete	**B** authentic	**C** contemporary	**D** current
8	**A** place	**B** lay	**C** stand	**D** keep
9	**A** defended	**B** decided	**C** defined	**D** depicted
10	**A** revealed	**B** investigated	**C** displayed	**D** declared
11	**A** absolutely	**B** constantly	**C** undoubtedly	**D** virtually
12	**A** offer	**B** pretend	**C** fake	**D** imagine

Advice

2 Which verb collocates with 'a stroll'? Clue: 'stroll' means 'walk' and the same verb collocates with 'a walk'.

4 Only one of these words does not need to be followed by a preposition to convey the necessary meaning.

8 Only one of these words fits in the collocation '... (something) under scrutiny'.

9 Thinking carefully about the meaning of the options should help you find the right answer here.

12 Two of these words suggest the required meaning – 'falsify' – but one of these would be followed by an infinitive and not a noun.

Follow-up

What procedure did you follow when you did this task?

Use of English Part 2 ANSWERS

Task information back

- In this task there is a text with 15 gaps (plus one example).
- You have to suggest an appropriate word to fill each gap.
- You need to read the text carefully and think about its meaning in order to fill the gaps correctly.
- The missing words are grammar words rather than vocabulary items.
- The answer will always be a single word.
- Sometimes there may be more than one possible answer and, if this is the case, the mark scheme allows for it.
- You must spell each word correctly – US and UK spellings are both accepted.

Tip! The words that you will need to write in Part 2 are usually one of these types – prepositions, connectors, auxiliary, modal or other basic verbs, determiners or articles, pronouns, basic adverbs such as *too, enough, more* or *not*.

Useful language: using prepositions

1 **Correct the errors made by previous exam candidates with prepositions.**

1 A number of the visitors to the event complained for the refreshment tent.
2 All the work will be done from volunteers.
3 Guests experienced a number of problems related at the sports facilities at the hotel.
4 Alexandra was able to make good use of her knowledge in foreign languages.
5 Many people took part to the celebration.
6 I must congratulate you for your excellent work.
7 I hope my letter will be taken in consideration.
8 The inspector drew management's attention in some problems in the hotel kitchen.
9 There is an urgent need of fresh water supplies in the region.
10 Have you seen the new advertisement of Lotus shampoo?

2 **Sometimes the preposition that is missing is part of a phrasal verb. Find the correct preposition to fill the gap in these sentences.**

Tip! Whenever you note down a phrasal verb in your vocabulary notebook, write it down in its full context as this will help you remember what it means and how it is used.

1 The company always takes ..... new staff for the summer period.
2 Negotiations broke ..... because of a disagreement about trading arrangements.
3 Alan walks so fast – I just can't keep ..... with him.
4 It was so noisy in the room that I couldn't make ..... what Jill was saying.
5 The new management team plan to bring ..... a number of changes in the company.
6 No one expected that the new fashion would catch ..... as quickly as it has.
7 The robbers made ..... with a large amount of money.
8 Wendy asked the bank for a loan in order to set ..... a gardening business.
9 However hard things may seem, it is important not to give ..... and stop trying.
10 Mark thinks there are problems in the contract and he is set ..... our signing it.
11 The smell of cabbage in the hall immediately put me ..... the idea of asking for a room there.
12 They don't have much money, just enough to get ..... .

Useful language: using connectors

1 **Choose a word from the box to complete each sentence in a logical way.**

although	because	provided	unless
until	whatever	whenever	whereas

1 Nina is good at maths ..... her twin brother is better at languages.
2 Dan will go to university next year ..... he passes all his exams.
3 I'll do ..... you want me to do.
4 You'll never be able to afford a car like that – ..... you win the lottery.
5 Sally enjoys her work ..... she does not get very much free time.
6 It was not ..... I got on the train that I realised I'd left my camera at home.
7 I'm really lucky – I can take a coffee break ..... I want one.
8 I like my desk ..... I have a very good view of the sea while I'm working.

Tip! Thinking about the meaning of the surrounding text will help you to choose the right connector.

2 **Some connectors are made up of more than one word. Choose the correct phrase from the box to complete each sentence.**

as if	as long as	as soon as	despite the fact that
even though	in accordance with	in case	in order to
no sooner	so as not to		

1 You must fill in the form ..... the instructions on the opposite page.
2 Urs has taken on extra work ..... earn enough money for a holiday.
3 My father said I could go to the party ..... I'm home by midnight.
4 We had a great trip to France ..... the weather was rather disappointing.
5 We closed the door very quietly ..... wake the baby.
6 You'd better take a notebook with you ..... you want to write something down.
7 Simon looks ..... he didn't sleep a wink last night.
8 Please call me ..... you get this message.
9 I feel I know him quite well ..... we've only met a few times.
10 ..... had we left the house than the rain started.

Useful language: using pronouns

Fill each gap with the necessary pronoun.

1 I met a footballer from our national team, ... I found very exciting as I'd never met anyone famous before.
2 Jan promised to tell Steve the truth about everything ..... had happened at the festival.
3 ..... the psychologist focuses on in his book is the way people from different countries behave in trains.
4 Do you know ..... sweater this is?
5 ..... being an unexpectedly warm day, the family decided to head for the beach.
6 The professor was satisfied with the way in ..... the students had decided to deal with their project.
7 That's the car ..... owner I was just telling you about.
8 ..... are a number of different ways of tackling the problem.

Tip! Make a note of any grammar errors that your teacher corrects in your homework and do some extra practice using this language correctly.

Test 1 Exam practice — Use of English Part 2 ANSWERS

Action plan back

1 Read the title of the text.
2 Read through the text and think about what it means before answering the questions.
3 Look at the words before and after each gap.
4 Think about what part of speech is needed, (e.g. a preposition or pronoun) to complete the gap.
5 Do the questions you can answer easily first.
6 Write your answers in capital letters.
7 Go back to the more difficult gaps at the end.
8 Always write something, even if you are not totally sure that it's the correct answer.
9 Check you have spelt all the words correctly.
10 Read through the whole text to check it makes sense before transferring your answers to the answer sheet.

Follow the exam instructions, using the advice to help you.

Tip! Even if you are sure two answers are possible, only write one of them.

For questions **13–27**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Example: 0 | O | N | E |

Kangaroos

The kangaroo is **(0)** ..... of Australia's most iconic animals. Kangaroos of different types live in all areas of Australia, **(13)** ..... cold-climate areas and desert plains to tropical rainforests and beaches.

Kangaroos are herbivorous, eating a range of plants and, **(14)** ..... some cases, fungi. Different kangaroo species inhabit different habitats. Some, for example, make nests on the ground while tree-kangaroos live **(15)** ..... the ground. Larger species of kangaroo tend **(16)** ..... shelter under trees or in caves.

Most kangaroos are distinguished from **(17)** ..... animals by the way they hop on their strong back legs. A kangaroo's tail is used to balance while hopping and **(18)** ..... a fifth limb when moving slowly. All female kangaroos have front-opening pouches that contain four teats. **(19)** ..... is in here that the 'joey' **(20)** ..... baby kangaroo is raised **(21)** ..... it can survive outside the pouch. Most kangaroos have no set breeding cycle and are able to breed all year round. **(22)** ..... they are such prolific breeders, a kangaroo population can increase fourfold in five years.

Kangaroos have long been important to the survival of Australia's indigenous people, **(23)** ..... have hunted them for tens of thousands of years, using both the meat and the skins. **(24)** ..... Europeans arrived in Australia in the late eighteenth century, they too hunted kangaroos **(25)** ..... survival. Kangaroos continue to be used as a resource, but only under strict government controls. Nowadays only the four most abundant species of kangaroo may **(26)** ..... commercially harvested for export, and then only by licensed hunters in accordance **(27)** ..... an approved management plan.

Advice

13 What part of speech do you think will be needed to fill this gap?

21 How long does the baby kangaroo stay in the pouch?

22 Why do kangaroo numbers increase so rapidly?

25 Why did the first people in Australia hunt kangaroos?

27 Is the export of kangaroos permitted?

Follow-up

Did you remember to read through the text at the end to make sure it all made sense?

Test 1 Training — Use of English Part 3 ANSWERS

Task information back

- In this task there is a text with ten gaps (plus one example).
- At the end of each line with a gap you will see a word in capital letters, e.g. *USE*.
- You have to form a new word based on the word in capitals to fill the gap. So from *USE*, you might form *useful, usefully, usefulness, useless, user, usage*, etc.
- You need to decide what kind of word goes in the gap – an adjective (e.g. *strong*), a verb (e.g. *strengthen*), a noun (e.g. *strength*) or an adverb (e.g. *strongly*).
- You must spell each word correctly to get the mark – US and UK spellings are both accepted.
- You need to know how prefixes and suffixes are used in forming words – you might add the prefix *im-* to *PERFECT* to make *imperfect*, for example, or the suffix *-ion*, to make *perfection*, or even both to make *imperfection*.
- You need to know about compound words in English – *kind-hearted, cold-hearted* and *hard-hearted*, for example, are compound adjectives (formed by combining two words).
- You also need to think about the meaning of the text – if the gap needs an adjective, should it be positive (e.g. *comfortable, useful*) or negative (e.g. *uncomfortable, useless*), for example?

Useful language: identifying parts of speech

1 What part of speech is needed to complete each gap – an adjective, an adverb, a verb or a noun? How do you know? Suggest a word that could fill each gap.

Sandilands is one of the most **(1)** ..... schools in the country. A few years ago it hit the **(2)** ..... because of its appointment of a new and rather controversial head. Since then scarcely a month has gone by when it has not **(3)** ..... in the news for some **(4)** ..... or another. But if you visit the school there is every likelihood that you will be **(5)** ..... astonished by what you see.

2 Complete this table. The first row has been completed as an example.

noun	verb	adjective	adverb
comparison	compare	comparative, (in)comparable	comparatively, (in)comparably
(in)stability, stabiliser			
		high	
power			
	observe		
	develop		
doubt, doubter			

Tip! When you learn a new word use a good dictionary to find out what other words are in the same word family (e.g. *broad, broaden, breadth, broadly, broadminded*, etc. = a word family).

Tip! Learning about prefixes and suffixes will also sometimes help you work out the meanings of words you don't know, which can be useful for the Reading and Listening Papers.

Useful language: understanding suffixes

1 Here are just a few of the suffixes used in English. Complete the table with some examples.

suffix	effect	meaning	examples
-er, or	makes a noun from a verb	person who does something object that does something	*fighter, commuter, sailor, infiltrator,* *computer, hair-dryer, processor, compressor*

suffix	effect	meaning	examples
-dom	makes a noun from another noun or an adjective	state or condition realm or territory	
-ee	makes a person noun from a verb	person affected by the verb	
-en	makes a verb from an adjective	cause to have a quality	
-hood	makes an abstract noun from a people noun	the state of being a particular type of person	
-less	makes an adjective from a noun	being without something	
-ment	makes a noun from a verb	process or result of making or doing something	
-proof	combines with a noun to form an adjective	cannot be harmed by	

2 Make new words from the words in CAPITALS at the end of each line to complete the sentences. The words all use a suffix from Exercise 1.

1 The writer spent his ..... in a quiet seaside village. **BOY**
2 We were so busy at work that there was no time to suffer from ..... . **BORE**
3 Can you lend me your penknife – I just need to ..... my pencil. **SHARP**
4 We had four good applicants for the job so it was hard to decide who would make the best ..... . **APPOINT**
5 It was very ..... of you not to give Sue a call on her birthday. **THINK**
6 The presidential car will, of course, be completely ..... . **BULLET**
7 The morning trains to the city are always packed with ..... . **COMMUTE**
8 We are looking for staff who will offer total ..... to the company. **COMMIT**

Useful language: understanding prefixes

1 Match the underlined prefixes in these sentences to the meanings of the prefixes in the box. Then explain the meanings of the words with the underlined prefixes.

again	not	against
not	below	not enough
not	too much	

1 Luke's very late – I guess he must have <u>over</u>slept again.
2 The teacher asked us to <u>re</u>write the exercise correcting all our mistakes.
3 We <u>under</u>estimated the amount of money we would spend on holiday.
4 There have been a number of <u>anti</u>-government demonstrations in the last year.
5 The little boy excitedly <u>un</u>wrapped the parcel.
6 It's very <u>ir</u>responsible to go climbing without letting anyone know your plans.
7 Unfortunately, this work is <u>sub</u>-standard.
8 Fletcher thought he had scored but the goal was <u>dis</u>allowed by the referee.

2 Suggest three more examples for each of the prefixes in Exercise 1.

3 Make new words from the words in CAPITALS at the end of each line to complete the sentences. The words all use a prefix from Exercise 1. You may need to add a suffix as well.

1 We had an unusually cold winter with ..... temperatures for two months. **ZERO**
2 We all ..... his story – it just didn't seem at all plausible. **BELIEVE**
3 Teachers sometimes complain of being ..... and overworked. **PAY**
4 Students often tend to be a bit ..... but they usually become less radical with age. **ESTABLISH**
5 I'm sorry to be so ..... – I'd like to think things over for another day or two. **DECIDE**
6 George means well but his contributions to our meetings are often rather ..... . **HELP**

Test 1 Exam practice — Use of English Part 3 ANSWERS

Action plan back

1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
2 Read the whole text through before filling any of the gaps.
3 For each gap think about what part of speech is needed – a noun, verb, adjective or adverb.
4 When you've completed the task, read through the text to make sure it makes sense.
5 Check you have spelt the words you write correctly.
6 At the end of the test, carefully transfer your answers (using CAPITAL LETTERS) to the answer sheet.

Follow the exam instructions, using the advice to help you.

Tip! There are often clues both *before* and *after* the gap.

Tip! If an adjective or adverb is needed, remember to think about whether it has a positive or a negative meaning.

For questions **28–37**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Example: 0 D E N S E L Y

Evidence of ancient towns found in Amazon

Satellite images of the Upper Amazon Basin have revealed interesting new information about the area. Dozens of ancient, **(0)** ..... packed towns arranged in an organised pattern have been mapped. Scientists say the repeated patterns noted within these **(28)** ..... suggest a highly ordered way of life. The isolated tribes that remain in the Amazon today are the last **(29)** ..... of these once great societies, according to the theory. If this theory is correct, then it is anticipated that it will provide scientists with **(30)** ..... that will **(31)** ..... help better protect the indigenous populations remaining in the Amazon.

Between the towns, which today are almost completely **(32)** ....., was a patchwork of fields for crops along with ponds which were in all **(33)** ..... used for fish farms. The structure of these towns is similar to that **(34)** ..... by planner Ebenezer Howard who proposed the **(35)** ..... of 'garden cities'. Now these Amazonian 'garden cities' have been found, scientists must study them closely in the hope of finding a possible **(36)** ..... to the modern system of town-building which is destroying vast reaches of the Amazon and **(37)** ..... the last of the region's indigenous tribes.

DENSE
SETTLE
SURVIVE
SIGHT
DOUBT
GROW
LIKELY
VISION
DEVELOP
ALTER
PLACE

Advice

28, 29, 30 *Is a singular or a plural word required?*

31 *Is a positive or a negative word likely to be needed here?*

32 *Which prefix is needed here (meaning 'too much')?*

33 *Which suffix is required here?*

34 *Which prefix is needed?*

35 *Do you need a noun here relating to people or an abstract idea?*

36 *Do you need a singular or a plural here?*

37 *What form is required? And which negative prefix?*

Follow-up

Would you want to add any other tips relating to this part of the test?

Task information back

- Part 4 consists of five questions (plus one example).
- Each question has a set of three sentences, each with a gap.
- You must find one word which can fill the gap in all three sentences.
- The focus of the task is on vocabulary knowledge and you need to know how words are used with a range of meanings and in different contexts.
- You must spell the words correctly – US and UK spellings are both accepted.

Useful language: being aware of polysemy

1 **Words in English often have a number of different meanings. (The linguistics term for this is *polysemy*.) Work with a partner if possible. How many different meanings can you think of for these words? Write a phrase as an example for each meaning.**

mean .....
flat .....
bar .....
set .....
term .....

Tip! When you learn a new word in English, check (in a good learner's dictionary) to see if it has any other meanings.

2 **Look up the words in Exercise 1 in a good dictionary (you could, for example, use the online dictionary at http://dictionary.cambridge.org/). Note down some other phrases using each of these words.**

mean .....
flat .....
bar .....
set .....
term .....

Tip! It is often the short and high frequency words that have many different meanings and uses. Have a page each for words like this in your vocabulary notebook and collect examples of the word in use.

Useful language: noticing collocations

1 **Having a good knowledge of collocations will help you to find the answers to this task. Choose three words from the box to make three different collocations for each of the words provided.**

a conclusion	attention	bend	bloom	boost	break
comfortable	convincing	factor	figure	flames	flat
high-heeled	money	obey	plausible	play	point
simple	song	stimulate	stunt	tears	your feet

1 ..... to ..... growth .....

2 ..... a ..... explanation .....

3 ..... to come into ....

4 ..... to jump to ....

Tip! Many good learner's dictionaries have collocations boxes which give you information about words that typically collocate.

5 .....
a key .....
.....

6 .....
to ..... the rules
.....

7 .....
to burst into .....
.....

8 .....
..... shoes
.....

2 The answers to the following exercise all depend on collocations. Find the word that fits in each group of three sentences. Then write down the collocating phrase from each sentence.

Tip! As you read and listen to English try to notice the collocations that people use and make a note of any that you find interesting or surprising.

1
Can you ..... an eye out for a petrol station – we'll need one soon.
Please don't forget to ..... in touch when you go back to your own country.
Only tell Rosa if you're sure she can ..... a secret.

2
Let's ..... for lunch now.
Are you going to ..... the news to Marie or shall I?
Gemma will ..... Rob's heart if she decides to leave town.

3
The children soon lost ..... in the game.
Our savings have not accumulated much ..... .
Although they are divorced, Paul's ex-wife retains a legal ..... in his business.

4
The old man could not take ..... food for a couple of days after his operation.
The police say that there is no ..... evidence that Walter committed the crime.
The figurine was made of ..... gold.

5
Sweet fizzy drinks are a ..... cause of tooth decay.
The new government is planning to introduce some ..... changes to the education system.
The comic books he enjoyed as a child are a ..... influence on Henry's work.

6
The children's safety is my sole ..... .
The business took some time to establish itself but it is now a going ..... .
There is increasing public ..... about the state of the country's rail service.

7
Flora felt very ..... for herself after having her wisdom teeth out.
I know you don't like wearing a cycle helmet but better safe than ..... .
It's a ..... state of affairs when the city's roads are completely gridlocked.

8
These papers mustn't ..... into the wrong hands.
Take a scarf – there's a chilly wind and I don't want you to ..... ill.
Everything seemed to ..... apart at the seams when Joe left.

Test 1 Exam practice — Use of English Part 4 ANSWERS

Action plan back

1 Read each set of sentences.
2 Note down any words that seem to fit in each gap – try them in the other gaps too, until you find one that fits them all.
3 Don't spend too long puzzling over the first sentence in each set – the second and third ones may suggest the answer more quickly.
4 Remember that there will often be several different words that could fill each gap – you have to find the only word that will fit in all three sentences.
5 Write your answer in CAPITAL LETTERS.
6 Check your spelling.
7 At the end of the test, carefully transfer your answers to the answer sheet.

Follow the exam instructions, using the advice to help you.

Tip! Read each set of sentences again to make sure the word you have chosen fits in all three gaps.

For questions **38–42**, think of **one** word only which can be used appropriately in all three sentences. Here is an example (**0**).

Example:

0 It's hard to ..... how old James is – he behaves as if he's middle-aged but looks quite young.
Katie has been under a lot of stress recently and it's beginning to ..... on her health.
At the beginning of the lesson I often ask the children in my class to ..... me a story.

Example: 0 | T | E | L | L | | | | | | | | | | | | | | | |

---

38 The old maths teacher always used to ..... us a lot of homework.
The judge's decision ..... a precedent for similar cases.
I hoped I've managed to ..... your mind at rest.

39 I can't see the ..... of going so far for such a short time.
There was a ..... of excitement in the theatre as the curtain rose.
You are in no ..... obliged to do what she has asked you to do.

40 If you move along a little there'll be enough ..... at the table for us all.
Your work is getting better but there is still ..... for improvement.
There's a fitting ..... over there if you want to try anything on.

41 I didn't find the ..... of the film totally convincing, did you?
The science teacher asked the class to ..... the results of their experiment on a graph.
The police claim to have uncovered a ..... to break into Parliament.

42 Restaurants often use ..... lighting because it is more flattering.
The government was criticised for taking too ..... a line on crime.
The café sells a wide range of ..... drinks.

Advice

38 *Read the third sentence first – it may have the best-known use of the required word.*

41 *In the second sentence the word is used as a verb and in 1 and 3 it is a noun – but the form of the word is still the same.*

Follow-up

Why do you think this kind of question is included in the test?

Task information back

- Part 5 consists of eight questions (plus one example).
- Each question consists of an example sentence, a key word and a second sentence with a gap in the middle of it.
- You have to complete the second sentence using the key word, so that it has the same meaning as the example sentence.
- You must not change the form of the key word.
- You will need to write between three and six words to complete each gap.
- Part 5 tests the ability to express an idea in different ways, as well as knowledge of vocabulary and grammar. The mark scheme divides the answer into two parts and you get a mark for each part that you write correctly.
- You need to spell the words correctly to get the marks. US and UK spellings are both accepted.

Useful language: correcting some common mistakes

1 Choose the correct alternative in these examples where exam candidates made mistakes.

1 I'm sure you won't have any difficulties *finding / to find* the solution to the problem.
2 Did you have the chance *of getting / to get* to know any native Americans when you were living in the States?
3 Everybody who *work / works* here *get / gets* a good salary.
4 I suggest you *buy / to buy* a telephone card as soon as you arrive in the country.
5 You *either can / can either* catch a bus or use the underground.
6 Not only *was the food / the food was* bad but the sports facilities were not as you stated in the brochure.
7 The hotel offers *French traditional / traditional French* cuisine.
8 Some of the lessons that we attended in the last course *could be / could have been* better prepared.

2 Complete the second sentence so that it has a similar meaning to the first sentence. You must use between three and six words, including the word in capitals, without changing it.

1 I like all the people working as managers in this company.
WHO
I like everyone ..... position in this company.

2 The service was first-class and the rooms were excellent too.
ONLY
Not ..... the service was first-class too.

3 You have two possibilities – driving there or going by train.
EITHER
You ..... there by train.

4 At the concert I didn't play as well as I expected.
SHOULD
I ..... at the concert.

5 You'll easily manage to finish the work by Friday.
DIFFICULTIES
You ..... the work by Friday.

6 The food at this restaurant is delicious and the prices are very reasonable.
MEALS
This restaurant ..... very reasonable prices.

7 I think this type of mobile phone would be the best choice for you.
SUGGEST
I ..... this type of mobile phone.

8 I hope to be able to see the Bolshoi Ballet when I'm in Moscow.
CHANCE
I hope I ..... to the Bolshoi Ballet when I'm in Moscow.

Test 1 Training — Use of English Part 5 ANSWERS

3 **The keyword for all the following transformation sentences is EYE. Choose one of the expressions from the box to complete each sentence, making all the necessary changes.**

catch someone's eye	turn a blind eye to	
see eye to eye with	keep an eye on	in the public eye

Tip! Often the answers depend on knowledge of typical English collocations or idioms.

1 Although I love my sister I don't always agree with her.
I love my sister despite ..... with her.
2 The teacher pretended not to see what the children were doing.
The teacher ..... the children's behaviour.
3 It must be hard for celebrities never to have any privacy, mustn't it?
It must be hard for celebrities always ....., mustn't it?
4 We'll pay the bill and leave as soon as the waiter notices we're waiting.
As soon as ..... we'll pay the bill and leave.
5 Sarah watched the children while they were playing in the garden.
Sarah ..... children while they were playing in the garden.

Test 1 Exam practice — Use of English Part 5 ANSWERS

Action plan back

1 Read the first sentence carefully.
2 Make sure the second sentence conveys exactly the same meaning as the first one and that you haven't added any new ideas or left anything out.
3 Write your answer in CAPITAL LETTERS.
4 Use the key word exactly as it is written – don't change it in any way.
5 Check that what you write fits with both what goes before and what comes after the gap.
6 Count the number of words to make sure you have not written more than six or less than three.
7 Remember that contractions (*I'll*, *don't*, etc.) count as two words.
8 Check your spelling.
9 At the end of the test, carefully transfer your answers to the answer sheet.

Follow the exam instructions, using the advice to help you.

For questions **43–50**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (**0**).

Tip! If you are not sure of the answer, write what you can – you may get one mark.

Example:

0 Mark told Patti he thought her dress was beautiful.

ON

Mark ..... dress.

The gap can be filled with the words 'complimented Patti on her beautiful', so you write:

Example: | 0 | COMPLIMENTED PATTI ON HER BEAUTIFUL |

43 Jack has several close friends that he talks to about how he feels whenever he has a problem.

SHARE

Jack has several close friends ..... whenever he has a problem.

44 Pauline asked me to have a quick look at the report before it was made public.

EYE

Pauline asked me ..... the report before it was made public.

45 The twins are so alike that most people find it hard to distinguish one from the other.

DIFFERENCE

The twins are so alike that not many people ..... them.

46 Surely if Sandra had caught the train, she'd be here by now.

MISSED

Sandra ..... she'd be here by now.

47 Unfortunately, Katie has decided to withdraw from the competition.

PULL

Unfortunately, Katie has made up ..... the competition.

48 Sometimes friends stop appreciating each other and that's a pity.

GRANTED

Sometimes friends start ..... is a pity.

49 Children in this country usually start attending school when they're six.

AGE

Children in this country usually attend ..... six.

50 It might well rain tomorrow so I think you should take your umbrella.

IN

Don't forget to take your umbrella ..... tomorrow.

Tip! Check (a) that you have not used too many or too few words, (b) your spelling and (c) that what you have written fits grammatically.

Advice

43 *You share something with someone – what is the noun from 'feel'?*

44 *Which expression with 'eye-' means 'have a quick look at'?*

45 *Here you need an expression with 'difference' meaning 'to distinguish between'.*

47 *Which phrasal verb based on 'pull' means 'withdraw from'?*

49 *Which preposition is used before 'age'?*

50 *Be careful about the verb tense you use here.*

Follow-up

How could you help yourself to improve your performance in this part of the test?

Task information back

- Part 1 consists of three short recordings, each with two three-option multiple choice questions.
- Each recording lasts about one minute and is played twice.
- The recordings are about unrelated topics.
- The recordings are taken from a wide range of contexts and cover a range of topics, styles of delivery and voices.
- Each recording involves more than one speaker.
- The questions may focus on a variety of aspects of the recordings (for example, detail, gist, speakers' opinions, function, context and relationships).

Understanding different aspects of the recording

1 02 **Listen to the recording and answer these questions about it.** tapescript

1 **Context:** Where are the speakers?
   - A in a restaurant
   - B at a hotel
   - C on a motorway

2 **Relationships:** What is the most likely relationship between the speakers?
   - A driver and client
   - B husband and wife
   - C receptionist and customer

3 **Opinion:** What do the speakers agree about?
   - A how tired they are
   - B how hungry they are
   - C how attractive the place looks

4 **Detail:** What does the man remind the woman to find out about?
   - A relevant charges
   - B what to do with their luggage
   - C parking places

5 **Function:** What are the speakers trying to do?
   - A settle an argument
   - B come to a decision
   - C express dissatisfaction

Tip! Questions can approach a recording from a variety of different angles. Being aware of some of these different approaches can give you a better understanding of spoken language.

2 **Why are the other options incorrect?**

Tip! There will usually be something in the recording that might distract you into choosing the wrong option so make sure you listen carefully.

Test 1 Exam practice — Listening Part 1 ANSWERS

Action plan back

1 Use the listening preparation time to read the questions and think about possible answers.
2 Underline key words in the question or statement.
3 Choose all the correct answers you can the first time you listen to the recording.
4 Don't worry about missing a question; leave it and listen for the answer to the next question.
5 Check your answers when you listen to the recording for the second time and answer any questions you have missed.
6 Don't leave any answers blank. Make a guess if you are not sure.
7 At the end of the test, carefully transfer your answers to the answer sheet.

tapescript

03 Follow the exam instructions, using the advice to help you.

You will hear three different extracts. For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two people on the radio discussing an item in the news.

1 What is the news story about?

A a fire
B floods
C an earthquake

2 What is the main aim of the interview?

A to discourage listeners from going to the area
B to ask listeners to donate money for those affected
C to give listeners detailed information about the emergency

Advice

Question 1 *focuses on detail. What do each of the other questions focus on – gist, relationship, opinion, function ...?*

2 *Listen to the whole recording before you answer this question.*

Extract Two

You hear two people discussing a meeting they attended.

3 The two speakers agree that
- **A** their colleague's departure will harm company profits.
- **B** their colleague's decision to leave was unexpected.
- **C** their colleague's resignation will make their jobs less enjoyable.

4 The speakers seem to find their work
- **A** tediously routine.
- **B** physically challenging.
- **C** emotionally stressful.

Advice

3 The word 'agree' is important here – both speakers must share this opinion.

Extract Three

You hear an actress called Marina Kaye talking to a photographer.

5 What is the man doing in this dialogue?
- **A** apologising
- **B** persuading
- **C** explaining

6 How does Marina Kaye feel about the situation?
- **A** embarrassed
- **B** amused
- **C** impatient

Advice

5 Before listening, think about what kind of language the speaker might use to express these functions.

6 Before you listen, think carefully about what each of the adjectives in the options means.

Follow-up

Did you follow all the steps in the Action plan?

Listening Part 2 ANSWERS

Task information back

- Part 2 consists of a monologue (for example, a talk, a lecture or a broadcast) providing factual information.
- The recording will last approximately three minutes and is played twice.
- On the question paper there are eight sentences about the recording, each with a gap.
- The sentences focus on specific information and stated opinions in the recording.
- You must complete the gap with an appropriate word or short phrase from the recording.
- Questions follow the order of information in the recording.
- You must spell the words correctly– although some minor variations are allowed in this Part. US and UK spellings are both accepted.

Tip! Often you will hear a couple of words that could fit the gap but only one matches the meaning of the sentence.

Choosing the right answer

1 **Look at this question from a listening task.**

The speaker's interest in playing music was first awakened by his _____

Write down six words that could complete the sentence.

2 **Now look at the recording script. Which four words from the script *could* fill the gap in Exercise 1? Which of these words is actually the correct one? Why are the others not correct?**

I wanted to learn about music from a very young age. I think it all started when my father took me to stay with my grandmother one magical summer at the age of about six. An older cousin was also there and she spent every evening practising the piano. I was spellbound by her playing and as soon as I got back home I pestered my parents to let me have lessons too.

tapescript

3 CD 1 04 **Look at the next two questions. Listen to the recording and note down the answers.**

1 When he was eight years old the speaker played a piece called _____ in a school concert.

2 His piano teacher said that his performance at the concert was _____

4 CD 1 04 **Listen again and answer these questions.**

1 Which words could be mistaken for the answer in each case?
2 Why are those words incorrect?

Test 1 Exam practice — Listening Part 2 ANSWERS

Action plan back

1 Read the introduction and the title to help you understand the context and topic.
2 Use the preparation time to read the questions carefully before you listen.
3 Try to predict what sort of word is needed in each gap. (For example, is it a noun? If so, is it singular or plural?)
4 Remember that the answers will come in the order of the questions.
5 You will hear a word or phrase in the recording that matches something on the question paper. This will give you a clue that the answer is coming soon.
6 Remember that the answers are short – usually one to three words – and are often nouns.
7 You don't need to make any grammatical changes to what you hear.
8 Never leave a blank. Make a logical guess – you may be lucky.
9 At the end of the test, carefully transfer your answers to the answer sheet. As you transfer your answers, check your spelling and grammar.

tapescript

05 Follow the exam instructions, using the advice to help you.

You will hear a member of a pop group called Alex Cortes talking about his life.
For questions **7–14**, complete the sentences.

ALEX CORTES – SINGER

Alex sings in a group called _____ 7

The country where Alex grew up was _____ 8

Alex's first impression of his wife was that she looked _____ 9 and beautiful.

Alex's group is different from most groups because they are totally _____ 10

The group converted an old _____ 11 into a studio.

Alex describes their style of music as _____ 12

The name of their latest album is _____ 13

The songs in the latest album deal with the theme of _____ 14

Advice

7 Alex gives the names of two groups. Which is the correct one?

8 Several countries are named. Make sure you listen carefully for the correct one.

9 What word does Alex use to introduce the topic of how his wife looked then?

10 You will also hear the word 'totally' but does the word that follows it make sense in the gap for this question?

11 Two converted buildings are mentioned. Which is the one that the question is asking about?

12 Remember the question is asking for Alex's description, not other people's.

13 Two albums are mentioned but which is the more recent one?

14 Which verb does Alex use to express the idea of 'deal with' in the question?

Follow-up

Did you remember to check that the word(s) you wrote fitted grammatically and were spelt correctly?

Listening Part 3 ANSWERS

Task information back

- Part 3 consists of a recording with two or more speakers (for example, an interview or a discussion).
- The recording lasts approximately four minutes and is played twice.
- You have to answer six four-option multiple choice questions about the recording.
- The questions focus mainly on the speakers' attitudes and opinions.
- Some questions may also focus on detailed or gist understanding of the recording.
- The questions follow the order of the recording.

Understanding distraction

1 Study the multiple choice question and the extract from the recording script, then answer the two questions which follow.

1 What does Rose do when she isn't writing?

A She looks after her young children.
B She does a variety of paid jobs.
C She helps a family member in his business.

Tip! In multiple choice questions there will always be something in the recording that suggests each of the distracting options but only one will exactly match what the recording says.

Interviewer: Thanks for being my guest today, Rose! Tell us, when did you start writing for children?

Rose: I've been writing children's books since I was a child myself! Seriously, I was one of those kids always writing and illustrating stories, and this has been my dream for as long as I can remember. I was an English major at Middleton University (where my youngest started last fall) and took the two children's lit courses offered at the time. I had a patchwork quilt of jobs after graduating and getting married, including working in a college office, writing for newspapers and magazines, working in an art gallery and selling my own art, working for a therapeutic horsemanship program, and teaching English part-time. With the publication of my first book in 2006 I began walking this path full-time apart, that is, from the occasional day in my brother's hotel when he needs extra staff for some reason. And I hope that's the way I'll be able to continue.

Tip! Listen carefully to all that the speaker says before choosing your answer. Aspects from each option may be mentioned but only one will reflect exactly what is said.

1 What is the correct answer?
2 Why might you be distracted by the other options?

tapescript

2 CD 1 06 Now look at the next question and listen to the recording. Which is the correct option?

What encouraged Rose to start working at the wildlife reserve?

A her lifelong interest in wolves
B a friend's involvement in the project
C the need to research a writing project about wolves

3 CD 1 06 Listen again. Why might you be distracted by each of the other two options?

Test 1 Exam practice — Listening Part 3 ANSWERS

Action plan back

1 Use the preparation time to read the questions carefully and think about possible answers.
2 Underline key words in the question or statement introducing the options to help you focus on what you have to listen for.
3 Choose all the correct answers you can the first time you listen to the recording.
4 Don't worry about missing a question: leave it and listen for the answer to the next question.
5 Check your answers when you listen to the recording the second time. Answer any questions you have missed.
6 Don't leave any answers blank. Make a guess if you are not sure.
7 At the end of the test, carefully transfer your answers to the answer sheet.

tapescript

CD 1 07 **Follow the exam instructions, using the advice to help you.**

You will hear part of a radio interview with a travel writer, Jessica Tait. For questions **15–20**, choose the answer **(A, B, C** or **D)** which fits best according to what you hear.

---

15 What kind of writing did Jessica write first?
- **A** travel articles for teenagers
- **B** reviews of children's films
- **C** humorous poetry
- **D** local news items

16 What does Jessica say she finds difficult about her work?
- **A** finding exactly the right words to express herself
- **B** having to travel quickly from one place to the next
- **C** the constant anxiety of having to get work completed on time
- **D** understanding a place in a short period of time

17 What does Jessica enjoy most about her work?
- **A** the opportunity to see unusual places
- **B** the chance to meet a variety of people
- **C** the satisfaction of creating a good article
- **D** the contact she has with her readers

18 What other field of work has Jessica had experience of?
- **A** promoting consumer goods
- **B** selling cosmetics
- **C** entertaining tourists
- **D** selling airline tickets

19 What advice does Jessica give to people who'd like to become travel writers?
- **A** develop your own original style of writing
- **B** find a place that few people have written about before
- **C** find a different angle to approach your topic from
- **D** write with a specific type of reader in mind

20 What does Jessica say about her own future plans?
- **A** She will never stop travelling.
- **B** She hopes to move into TV presenting.
- **C** She would like to start a travel company.
- **D** She intends to try a different sort of writing.

Advice

15 *Listen to everything Jessica says about her early writing experiences rather than jumping too quickly to conclusions.*

16 *All these ideas are suggested in the recording but which does Jessica actually say she finds difficult now?*

17 *Try listening to the recording before reading options A to D. Does this help you to find the right answer without being distracted?*

18 *Listen to everything Jessica says about her other work experience and pick the option which exactly matches what she says.*

Tip! Remember that the questions follow the order of the recording.

Follow-up

Did you find any of the distracting options particularly tempting?

Test 1 Training Listening Part 4 ANSWERS

Task information back

- Part 4 consists of a series of five short monologues, each lasting about 30 seconds.
- You will hear the recording twice.
- The monologues are all on a related topic.
- There are two parallel matching tasks relating to the monologues.
- The tasks focus on two different aspects of the monologues (for example, identifying the speaker and understanding the speaker's opinion).
- Each matching task consists of a set of eight statements.
- You have to choose a statement from each list to match with each monologue.

Finding the perfect match

Study the exam task and the first part of the recording script below. Which are the two correct answers for Speaker 1? Which of the other options might some people be distracted by? Why are these options incorrect?

Tip! With each speaker there will be one or two options that distract but are not the right answer. You must read the options very carefully to find the perfect match.

TASK ONE

Choose from the list (**A–G**) the job that each speaker used to do.

A teacher
B nurse
C photographer
D lawyer
E electrician
F journalist
G shop assistant

TASK TWO

Choose from the list (**A–G**) each speaker's reason for changing jobs.

A was keen for more challenge
B disliked a colleague
C was offered more pay
D wanted to be with spouse who had to move
E had chance for an easier journey to work
F keen to work part-time
G wanted more variety

Speaker 1

Well, I stack shelves in a supermarket now but until a few months ago I was a reporter on a local paper. It was a pretty good job. I spent most of my time going out with the paper's photographer interviewing an amazing variety of local people who'd done something special. My colleagues were interesting characters on the whole – I didn't care for one or two of them but that's inevitable in any job. I worked long hours and the pay wasn't brilliant but I'd never have left if it hadn't been for my husband. He'd been teaching in the same primary school for years and he was keen to take on a more challenging post, so he went for a deputy headship. Much to his surprise, he got it but it was in a town 200 miles away – too far for me to commute. Oh well, this isn't too bad a job really. The pay's better than you might imagine. I'm considering going part-time because I find it a bit difficult to be doing the same thing all day every day but haven't come to a definite decision yet.

TASK ONE .....

TASK TWO .....

Test 1 Exam practice — Listening Part 4 ANSWERS

Action plan back

1 Use the preparation time to read the instructions and options for both tasks very carefully.
2 Before you listen, think about words and phrases a speaker might use to express the ideas in the options in a different way.
3 As you listen to each speaker, try to answer the questions in both tasks.
4 If you can't answer one of the questions on your first listening, don't worry. When you listen again the answer may come more easily (as some answers will already be eliminated).
5 Remember that the answers to the tasks may come at the beginning, middle or end of what each speaker says.
6 The speaker is unlikely to use exactly the same words as the options, so listen for paraphrases.
7 At the end of the test, carefully transfer your answers to the answer sheet.

tapescript

08 Follow the exam instructions, using the advice to help you.

Tip! Think before you listen about what kinds of words you might hear in TASK ONE.

You will hear five short extracts in which people are talking about their jobs.

TASK ONE

For questions **21–25**, choose from the list (**A–H**) the place where each speaker works.

TASK TWO

For questions **26–30**, choose from the list (**A–H**) the reason why each speaker likes their job.

While you listen you must complete both tasks.

A	hotel	Speaker 1	21	A	amusing colleagues	Speaker 1	26
B	university			B	can be creative		
C	railway station	Speaker 2	22	C	good holiday entitlement	Speaker 2	27
D	supermarket			D	convenient location		
E	hospital	Speaker 3	23	E	flexible working hours	Speaker 3	28
F	travel agency	Speaker 4	24	F	opportunities for promotion	Speaker 4	29
G	airport			G	varied responsibilities		
H	library	Speaker 5	25	H	helps a variety of people	Speaker 5	30

Advice

21 The speaker mentions several different workplaces but which one answers the question?

27 The answer to TASK TWO may sometimes come before the answer to TASK ONE.

29 The speaker here mentions a lot of things that they don't like about their current job. But what do they actually like about it?

30 In this kind of task the speaker often mentions something that they intended to do but didn't – take care not to be distracted by this.

Follow-up

How did you approach this question? Did you do TASK ONE on the first listening and TASK TWO on the second listening? Or did you do them both on both listenings? (Some people prefer to do it one way and some the other – both approaches are acceptable.)

Test 1 Training PAPER 5 Speaking (15 minutes) Part 1 ANSWERS

Task information back

- Part 1 lasts about three minutes.
- You are with a partner for all parts of the Speaking Paper. Occasionally candidates are in a group of three.
- There are two examiners. One is the interlocutor and he or she will ask you questions. The other just listens to what you say.
- First the interlocutor tells you the names of the examiners and takes your mark sheet.
- In Part 1 the interlocutor talks to you and your partner individually.
- You have to answer general questions about yourself (your life, your interests, your past experiences, your plans for the future, etc.).
- One aim of Part 1 is to help you to relax by asking you about topics that you are familiar with.

Understanding how your speaking is assessed

1 **The examiners who assess your speaking consider five criteria. Match the criteria in the left-hand column with their definitions on the right.**

1 Grammatical resource	a how easy it is to understand what you say, including how well you use stress and intonation
2 Vocabulary resource	b how well you initiate and respond in conversations with the interlocutor and with your partner
3 Discourse management	c how accurately you use English structures and how wide a range of structures you use
4 Pronunciation	d how coherently you speak by linking what you say and by not hesitating too much
5 Interactive communication	e how appropriately you choose words to express your ideas and how wide a range of words you use

tapescript

2 **09 Listen to these speakers. Which speaker in each pair is better, A or B? Put a ✓ in the table. Which of the criteria listed in Exercise 1 does each pair illustrate? Write 1, 2, 3, 4 or 5. The first one has been done as an example.**

	Question 1	Question 2	Question 3	Question 4	Question 5
Speaker A	✓				
Speaker B					
Criteria	4				

3 **Here are some answers. What do you think the questions were? How could you improve the answers?**

1 Detective stories. I think they're very exciting.
2 I went to the cinema. Then I went home and went to bed at about 10:30.
3 I try not to eat too much and I do plenty of exercise.
4 I think I'll probably need to speak it both at work and when I'm travelling.

Tip! Where appropriate try to include examples and reasons in your answers.

tapescript

4 **10 Work with a partner if possible. Practise responding to the questions you hear on the recording. If you have a partner, comment on their answers using the five criteria in Exercise 1.**

Test 1 Exam practice — Speaking Part 1

Action plan back

1. Be polite and friendly to the examiners.
2. Try to relax – imagine you are talking to someone you know.
3. Listen carefully to the interlocutor and answer the questions that he or she asks you.
4. Look at the interlocutor when you are answering his or her questions.
5. If you don't understand something, politely ask for repetition (e.g. *I'm sorry; Could you repeat that, please?*)
6. Don't answer just *Yes* or *No*.
7. Remember, where possible, to give reasons and examples in your answers.
8. Don't learn prepared answers by heart – they will not make your English sound natural or fluent.
9. Listen to what your partner says and react if you wish to – but keep what you say brief until it is your turn to answer the interlocutor's questions.

Part 1 3 minutes (5 minutes for groups of three)

Tip! It is not essential to be truthful in the exam if you do not know the vocabulary for a totally honest answer.

The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.

Good morning/afternoon/evening. My name is ..... and this is my colleague, ...

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

Tip! Speak loudly and clearly so that both examiners can hear you.

- Where are you from?
- What do you do?
- How long have you been learning English?
- What do you enjoy most about learning English?

The interlocutor will then ask you some questions about one or two other topics, for example:

- If you could spend some time working in another country, where would you choose to go? (Why?)
- What kinds of films do you like? (Why?)
- What do you think your life will be like in five years' time?
- Tell me about the most interesting journey you've ever made.

Follow-up

How do you think you did in your practice of this part of the test?
How could you improve your performance in future?

Test 1 Training Speaking Part 2 ANSWERS

Task information back

- In Part 2, which lasts about four minutes, you have the opportunity to speak for a minute without interruption.
- The interlocutor will give you a set of three pictures and will ask you to comment on two of them.
- The interlocutor will ask you a question relating to the pictures and this will also be written above the pictures.
- The question will require you to speculate about the content of the pictures, rather than simply describe them.
- Your partner should not interrupt but will be asked to comment briefly (for about 30 seconds) after you have finished speaking.
- Your partner will have to speak for a minute about a different set of pictures.
- You must listen to what your partner says and be ready to comment when the interlocutor asks you to do so.

Useful language: hypothesising

1 CD 11 **Listen to a student talking about the picture on page C1. Note down some of the language that he uses when he is hypothesising about how the people are feeling.**

tapescript

2 Look at the picture on page C1, read the question and complete each sentence responding to the question.

- What do you think the couple are talking about?

1 I think they might be ... .
2 I wonder if they could be ... .
3 I think the man might have ... .
4 Perhaps the woman has ... .
5 I don't think that they can ... because ... .
6 It's most likely that they ... .
7 But it could also be that ... .
8 I think it's quite possible that they ... .
9 They look as if they ... .
10 I imagine they must be ... .

Useful language: comparing and contrasting

1 In Part 2 you have to compare two pictures on a related theme. Look at how some students do this. There is a mistake in what each student says. Correct the mistakes.

1 In the first picture, everyone looks as if they're enjoying themselves. On contrast, in the other one, the people seem rather miserable.
2 The girls in this picture are working hard whereby the girls in the other picture are simply having fun.
3 By or large the people in the second picture seem more interested in what they're doing than the people in the first picture.
4 All for all, I think the people in the first picture are feeling more relaxed than those in the second picture.
5 In the whole, the children in this picture seem to be having a good time but there is one little boy who is clearly not enjoying himself.
6 The people in this picture might be going on holiday. On another hand, they could simply be on their way to work.

2 Now look at the two pictures on page C2. Talk about them for one minute using some of the expressions practised above. Talk about the different aspects of school life that they show and compare how the people might be feeling in each picture.

Tip! It is useful to practise speaking for a minute. It's not as long as it seems at first!

Test 1 Exam practice — Speaking Part 2

Action plan back

1 Listen carefully to the interlocutor's instructions.
2 Remember to answer the question above the photos, as well as comparing the two photos.
3 Answer the question, giving examples and reasons where appropriate.
4 Don't waste time saying which pictures you are going to talk about – it will be obvious from what you say about them.
5 Speculate about what might be happening in the pictures (for example how people might be feeling). This is much more important than describing the pictures in great detail.
6 Speak clearly and keep going until the interlocutor says 'thank you'.
7 Be ready to respond when the interlocutor asks you a question after your partner's turn.
8 Don't interrupt when your partner is speaking.

Do the exam task following the instructions below.

Part 2 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor, one is Candidate A and one is Candidate B. The interlocutor should lead the task using the script below. Refer to the pictures on pages C3–C4.

The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people doing different things involving movement**.

I'd like you to compare two of the pictures and say **why the people are doing these things and how the people might be feeling**.

All right?

After 1 minute

Thank you.

(Candidate B), **which of these people do you think needs most skill? (Why?)**

After approximately 30 seconds

Now, *(Candidate B)*, here are your pictures. They show **people doing things in pairs**.

I'd like you to compare two of the pictures, and say **what the relationship between the people is and how it might change in the future**.

All right?

After 1 minute

Thank you.

(Candidate A), **which of these pairs do you think knows each other best? (Why?)**

After approximately 30 seconds

Thank you.

Follow-up

How easy did you find it to speak for a minute? What else could you have said about the topic?

Task information back

- In Part 3, which lasts about four minutes, you and your partner have to discuss a task together.
- The interlocutor will give you a set of visuals and instructions about what you must discuss.
- The visuals will consist of a set of photos or illustrations.
- The interlocutor will give you a two-part task – for example, *First talk to each other about .... Then decide ...*
- 'Prompt' questions will be written above the visuals to help you.
- You and your partner will be expected to discuss each of the visuals, in order to negotiate a conclusion.
- The interlocutor won't take part in your discussion.
- There is no right and wrong answer to this task.
- You will be marked on your ability to use the language of negotiation and collaboration.
- You won't lose any marks if you don't come to a conclusion.

Useful language: negotiating

1 **The phrases below can be useful when negotiating with your partner in Part 3. In each case a word is missing. What is it? You are given the first letter and the number of letters to help you.**

1 I can't *h*..... thinking that ...
2 I *a*..... agree.
3 I take your *p*..... but ...
4 Isn't it more a *m*..... of ...
5 It's interesting you *s*..... say that because ...
6 What you say reminds me *o*..... ...
7 That's all very *w*..... but ...
8 *W*..... ' ... you say so?
9 Yes, but we shouldn't *f*..... about ...
10 You wouldn't disagree *w*..... that, would you?

2 **Look at the expressions in Exercise 1. Which of them are:**

a expressing agreement
b expressing partial or complete disagreement
c asking for someone's opinion
d developing an idea someone has mentioned

Giving yourself time to think

1 12 **It is useful to have some natural English phrases for when you need to give yourself time to think about what you want to say. Listen to these speakers talking about electric cars. Note down the expressions that they use to give themselves a bit of extra thinking time.** tapescript

2 **Work with a partner if possible and take it in turns to ask each other these difficult questions. Use some of the phrases from Exercise 1 as you work out how you want to answer the question.**

1 What would you say is the best film you've ever seen?
2 What would you do if you were the President of your country?
3 What do you think the international community should do about the problem of pollution?
4 What is the most important subject for children to study at school, in your opinion?

Test 1 Exam practice — Speaking Part 3

Action plan back

1 Listen to the instructions carefully.
2 Check the task instructions above the visual.
3 Look at your partner rather than the examiners when you are talking.
4 Speak clearly so the examiners can hear what you are saying.
5 Discuss one picture fully with your partner – agreeing or disagreeing about it – before moving on to the next one.
6 Listen and respond to each other – don't just give your own opinion.
7 Use fillers like 'Well, let me think' to give yourself a bit of thinking time.
8 Don't hurry to reach an agreement.
9 Try to comment on the positive and negative aspects of each of the options.
10 Give reasons for your opinions.

Part 3 3 minutes (5 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on page C5.

The interlocutor will give you and your partner a set of pictures to discuss together for about three minutes. You will be asked two questions based on the pictures and you have to talk together to try and reach a decision.

Interlocutor: Now, I'd like you to talk about something for about three minutes.

The pictures on page C5 show different means of transport.

First, talk to each other about **the advantages and disadvantages of each of these means of transport for holiday travel**. Then decide **which of these types of transport will be most popular for holiday travel in the future**.

All right?

7

After 3 minutes Thank you.

Tip! When you disagree with your partner, do so politely, e.g. *Yes, but I think there might be another way of looking at it* or *I know what you mean but isn't it also true that …?*

Follow-up

If you worked with a partner, did you remember to really discuss the topic with each other – listening and responding to your partner rather than just stating individual opinions?

Speaking Part 4 ANSWERS

Task information back

- Part 4 will continue the theme of Part 3 and lasts about four minutes.
- The interlocutor will ask you and your partner questions which broaden the topic of Part 3.
- Part 4 gives you the opportunity to give and justify your opinions as well as to express agreement or disagreement with your partner and/or the interlocutor.
- You might want to invite your partner's opinion or to comment on what your partner says.
- At the end of this Part the interlocutor will thank you and say the test has ended.

Useful language: giving your opinion

1 Here are some useful phrases for giving an opinion. Fill in the missing words. In Questions 7–10 you are given letters at the starts of words.

1 ..... my opinion, schooldays are not always the happy time that adults often say they are.
2 ..... I see it, society should look after its old people better.
3 ..... my point of view, the government interferes too much in education.
4 As ..... as I'm concerned, men are usually better drivers than women.
5 The ..... I see it, the first five years of a child's life have a huge impact on their adult life.
6 From ..... I stand, the government should spend more on healthcare and less on defence.
7 To be *p*..... honest, I don't think that current recycling measures are having much effect.
8 I'd *ar*..... that everyone should be taught at least two foreign languages at school.
9 It's not something I have very *s*..... views about but I do rather feel that celebrities shouldn't complain so much about being followed by paparazzi.
10 I *t*..... to agree with people who say students shouldn't have to pay fees.

2 Work with a partner if possible. Take it in turns to read out the statements in Exercise 1. After each one the other student should respond saying either:

- I agree. / I quite agree. / I agree 100 per cent, because ...
- I don't agree. / I can't agree with you on that, because ...
- I agree with you up to a point, but ...

3 Work with a partner if possible. Discuss the following topics using some of the expressions from the previous exercises.

Childhood: In what ways do you think that people's characters are influenced by being an only child or the oldest, the middle or the youngest child in a family?
Do you think it's better for children to grow up in a town or in the countryside? Why?

Careers: What kinds of jobs do you think deserve the highest salaries and why?
In what ways do you think the current generation's working lives are likely to be different from those of their parents or grandparents?

Celebrity: Why do you think celebrity magazines and TV programmes about celebrities are so popular? What do you think would be the disadvantages of a celebrity lifestyle?

4 Write down a possible discussion question relating to each of the following topics: Education; Leisure; Money; Relationships. If possible, work with two or three other students. Discuss the questions you have each thought of.

Tip! If you have a partner, bring them into the discussion. After making a point, say *Do you agree?* or *What do you think?*.

Test 1 Exam practice — Speaking Part 4

Action plan back

1 Listen carefully to the interlocutor's questions – they are not written down for you, unlike Parts 2 and 3.
2 You are marked on your English rather than your ideas, so don't feel you have to give original or particularly clever opinions.
3 If you don't have a particular opinion about the subject, remember that it's important – in the test – to say *something* (rather than nothing), so don't worry about expressing an opinion that is not exactly what you really think.
4 Listen carefully to what your partner says and, if possible, comment on or develop something he or she says.
5 If you disagree with your partner, do so politely.
6 At the end of the Speaking Paper, don't ask the examiners how you did – they are not allowed to tell you.
7 Say goodbye in a polite and friendly way as you leave the room.

Part 4 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on page C5.

The interlocutor will ask some more general questions which follow on from the topic in Part 3.

- To what extent do you think concerns about the environment should affect people's transport choices today?
- What is your opinion about the provision of public transport in your area?
- To what extent do you think the invention of the aeroplane has improved the lives of ordinary people?
- Do people really need to travel as much as they do?
- Would you agree that travelling to your destination can be one of the most enjoyable parts of your holiday?

Interlocutor: Thank you. That is the end of the test.

Follow-up

How could you improve your performance in this part of the test?

Tip! Try to use some of the language practised on the previous page.

Test 2 Exam practice — PAPER 1 Reading (1 hour 30 minutes) — Part 1 ANSWERS

Page 10 *Task information*
Page 12 *Action plan*

Review

Answer the questions about Reading Part 1.

1 Does this task always use the same types of text?
2 What is the connection between the texts?
3 Do you need to skim the texts or read them in detail?
4 Do the questions tend to focus more on gist or on detail?

Tip! Help yourself prepare for the reading paper by reading a variety of types of text in English.

Follow the exam instructions, using the advice to help you.

You are going to read three extracts which are all concerned in some way with reading. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Tip! It is usually a good idea to read the whole text and think about the question before you look at the possible answers – otherwise the incorrect options may mislead you.

June 15th

I've been thinking about reading, and (as one does) got my Google finger out, and have been going through "reading quotations". That is: what has been memorably claimed about reading, and by whom? It's an interesting and surprisingly infuriating process.

Take this, for example. The writer Maxim Gorky once claimed that "everything which is good in me should be credited to books". You find this quoted a lot, as if it carried some generalisable weight. Yet I don't believe it can be true, quite, even of Maxim Gorky, who led a generally rather miserable life. It's a callous thing to say. What about the influences of his family (particularly his grandmother), or his many friends? Nothing good whatsoever emanated from them? If I were his father I'd be very cross with him.

But, of course, one recognises this sort of overstatement. You have to feel passionately about a subject to talk this foolishly about it. An astonishing number of "lovers" of books and of reading frequently say similarly questionable things, at least if you quote them out of context – which is what people tend to do. I'm doing it too.

Let's take the following, by way of almost random example, from the writer Charles Kingsley: "Except a living man, there is nothing more wonderful than a book." Gosh. Any living man? Any book? Nothing else can compete? Flowers? Sunsets? Palladian villas? Cheese sandwiches with extra pickles? Rubbish.

Advice

1 Read the whole text carefully before answering this question.

2 For this question you should focus on the paragraph relating specifically to Gorky.

*3 Pay special attention to the prompt question 'What **surprised** the reader ...?'*

4 Find a phrase that gives the idea of 'favourite' and look carefully at that part of the text.

5 You need to have an impression of the meaning of the whole text in order to answer this question.

6 Although the question relates to words at the end of the text, you need to think about them in the context of the whole text.

1 What does the writer say about the examples of statements about reading in this extract?

A Their meaning is clear even out of context.
B They are often quoted by authors.
C They over-exaggerate their point.
D They convey their message in an interesting way.

2 The writer said he'd be cross with Gorky if he were his father because what he said

A was a foolish remark making his family look stupid.
B would make people feel he had had a miserable life.
C made him sound ungrateful to his family.
D was obviously a lie.

Lady Into Fox

Many moons ago, I spotted a fourth impression of this short, sharp-toothed novel in a second-hand bookshop. I had often heard talk of 'Lady Into Fox', first published in 1922, only 91 pages long and consisting of just the one chapter, but had never before laid eyes on it. I snapped up the slim volume immediately, feasted on its wood engravings and demolished it during a train trip to the South Coast. It took me aback and pleased me a lot, that a previous owner of my copy had pencilled her name inside and added the date 5 November 1945, which just happens to be the day I was born.

The story of 'Lady Into Fox' is gripping and terrible. Out walking in Oxfordshire woodland, Mr Tebrick suddenly finds that his beautiful, shy, young wife Sylvia has turned into a fox.

What I love best about this story is its straight-faced, ever so slightly sly prose. Looking for possible clues to Mrs Tebrick's original transformation, the narrator tells us that there was nothing remotely fox-like about her as a girl. Then, without missing a beat, he pretends to reinforce this message with the information that her hair was dark, with a shade of red.

I will not spoil the story by revealing how it ends. The author uses humour, fantasy and realism to explore pain, passion, fidelity, love and death.

3 What surprised the reader about the book he found?

- **A** the fact that the story was unexpectedly short
- **B** the speed with which he could read it from beginning to end
- **C** the unusual place where he found the book
- **D** the coincidence of the date written inside the book

4 What was the writer of the article's favourite aspect of the story?

- **A** the novelist's style
- **B** the humour
- **C** its unpredictable ending
- **D** the different ways in which the novelist develops the story

Nicholas Sparks, Successful Author

Last Friday saw the release of *Dear John*, a soppy romance about a boy and a girl whose relationship is tested by an event that neither of them can control. Next Friday sees the release of *The Last Song*, a soppy romance about a boy and a girl whose relationship is tested by an event that neither of them can control. Both have bittersweet endings. Both are guaranteed to make girls of a certain age weep uncontrollably. Both are based on books by Nicholas Sparks.

Sorry, that should have read "literary phenomenon Nicholas Sparks". He's made his fortune – and with more than 55m book sales and a run of movies adapted from those books grossing $300m, it is a fortune – by finding out what upsets a particular kind of girl or young woman the most and then exploiting it mercilessly. He doesn't write stories as much as churn out endless variations of a single theme. A boy and a girl will meet (one will probably be rich and one will probably be poor) and initially clash. Then they'll fall in love. Then they'll be separated, possibly by tragedy. And then a bigger tragedy will bring them back together at the end. The music swells, there's a romantic moment (possibly on a beach, possibly in the rain, preferably both). Girls will cry.

5 What is the main point the writer is making about Nicholas Sparks?

- **A** He has made a fortune doing something very simple.
- **B** His books all use the same formula.
- **C** His work exploits teenage girls' emotions unfairly.
- **D** His stories usually have a happy ending.

6 Why does the writer say 'preferably both' in the last sentence?

- **A** because the beach setting appeals to some people and the rain to others
- **B** because *Dear John* and *The Last Song* each contain both of these elements
- **C** because that will make the story more likely to appeal to both boys and girls
- **D** because both the beach setting and the rain add to the sentiment of the moment

Test 2 Exam practice — Reading Part 2 ANSWERS

Page 14 *Task information*
Page 16 *Action plan*

Review

Put these stages for dealing with Reading Part 2 in order (1–6).

A Look before and after the gaps for clues as to what must fill the gap.
B Work through the remaining gaps in turn, checking which of the remaining options fits each one.
C Look at the title to see what the text is going to be about.
D Read through the whole text with the paragraphs you have chosen in place – does it all make sense?
E Read through the text (but not the options) to get an idea of the structure of the text.
F Read through the options. Are there any paragraphs that you can immediately place?

What goes before and after

Go through the exam practice text below and on the following page and underline any words or phrases in both the text and the options (A–G) that seem to refer to something outside that paragraph.

Follow the exam instructions, using the advice to help you.

Tip! Looking immediately before and after the gap will help you to work out what you need to find in the missing text.

You are going to read an extract from a magazine article.

Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (**7–12**). There is one extra paragraph which you do not need to use.

Learning about Black Bears

Most of us are afraid of meeting a bear in the wild. Lynn Rogers certainly isn't. Find out more about this unusual man below.

OK, I'll admit it – I'm scared. I've been walking for two hours through a spooky forest in northern Minnesota with bear biologist Dr Lynn Rogers, following the beeping radio signal of a female black bear and her three cubs. It's a hot July morning and the bugs are beginning to hit us hard.

7 _____

Lynn has been interested in bears since childhood. He grew up in what Midwesterners call the 'Northwoods' – a huge band of mixed forest that sweeps across the northern states of the USA. As a child he also heard many scary stories about bears, but as he spent more time outside he began to question these tales.

8 _____

After leaving college over 40 years ago, Lynn began studying bears for the US Forest Service. At that time little was known about their biology. Unlike their polar and grizzly cousins, black bears prefer dense forest and so are hard to observe in the wild.

9 _____

For an incredible two decades, he persisted with these standard methods, until one day, he'd had enough and made a momentous decision. He decided to move away from convention and he made it his aim to try to work directly with the bears.

10 [ ]

One of the assumptions that has long been made by wildlife managers is that feeding bears makes them aggressive towards humans. So a lot of time and effort is spent trying to keep bears out of campsites, and if they won't stay away then they often end up shot.

11 [ ]

Bear experts warned him that it was both wrong and dangerous to do this. But, over time, some bears learned to associate Lynn's voice with food and allowed him to approach to within a few metres of them. After more than a year of fighting convention in this way, he finally gained the trust of a few bears. They even allowed him to feed them by hand and stroke their fur. Then once they'd had a few handfuls of nuts from him, they'd ignore him and behave naturally.

12 [ ]

As a result, he has begun to paint the first accurate and intimate portrait of the life history of these animals. For the first time, a scientist has been able to directly observe bear habitat use, language, social relationships and individual personalities.

A It takes only a few hours in Lynn's charismatic, bear-like company to understand why he found this goal easier to achieve than most other people would. He puts it down to the fact that he was aided by the remoteness of his study site and the fact that his nearest boss was more than 350 km away. So he was able to break with conventional approaches without interference.

B Getting bears used to his touch eventually allowed Lynn to fit radio-collars on them without using tranquilisers. Working against the advice of most bear experts, he had achieved what no other human had dreamed possible. He had earned the trust of wild bears and so won the first ringside seat from which to observe their natural behaviour.

C As we go deeper into bear territory, I realise that Lynn resembles the bears he studies. His huge frame moves silently through the forest, aided by hands as large as paws. As he listens to the bear's signal with an antenna, he grunts and murmurs in a deep, gravelly voice.

D Yet this wild bear, One-eyed Jack, who had no reason to be friendly to humans, silently allowed Lynn to stroke his fur and touch his claws while investigating his wounds. That moment spoke volumes about both Lynn and the true nature of black bears.

E When he started in that job, Lynn did what all other bear scientists did: he tranquilised the animals at their dens or in traps and fitted them with radio-collars. Once a bear was collared, the only data that he could collect, via an aircraft or vehicle, was its position. The bears would not allow anyone to approach them in the forest. As Lynn says, "After many years of research, all we had were dots on maps."

F Lynn decided to test this 'golden rule' and began taking food into the forest when looking for his collared bears – the ultimate no-no. He'd follow their signs, get as close as he dared and then leave a pile of nuts for them.

G He found that animals that had a reputation for being dangerous ran away from him, while gentler ones could be tempted to take treats from his hand. These early experiences made a lasting impression and he decided to become a bear biologist.

Advice

7 *What is the situation in the first paragraph of the text? Which paragraph takes that situation a little further?*

8 *In the paragraph before this gap you read something about Lynn's childhood. What about his age in the paragraph following gap 8? Does this suggest something about what might be in the paragaph that goes in gap 8?*

9 *Which phrase in the first sentence of the paragraph following gap 9 tells you something about what must have just been said?*

10 *Can you find something in one of the options that takes up the idea of 'aim' at the end of the preceding paragraph?*

11 *What does the first sentence of the paragraph following gap 11 tell you about what the previous paragraph must have included?*

12 *What does the phrase 'As a result' tell you about what must have been in the previous paragraph?*

Test 2 Exam practice — Reading Part 3 ANSWERS

Page 18 *Task information*
Page 20 *Action plan*

Review

Tick (✓) the pieces of advice which you think are good tips for Reading Part 3.

1 Read the text carefully before looking at the questions.
2 Read the questions carefully and make sure you choose the answer that matches the question.
3 When answering a question, find the relevant bit of text and read it again very carefully.
4 Don't expect to understand every word in the text.
5 You can often work out the meaning of unfamiliar words and expressions from the context.
6 Do all the questions you can first, then go back and look again at the harder ones.
7 Don't leave any questions out – if you aren't sure of the answer, pick the one that seems most likely.

Follow the exam instructions, using the advice to help you.

You are going to read an article from a website. For questions **13–19**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Tip! Remember that many words in English have a number of different meanings. If something doesn't seem to make sense in its context, consider whether it might have a different meaning there.

An interview with actor, John Malkovich

Journalist Lynn Barber reports on interviewing the actor John Malkovich for the second time in her career.

Amazingly, John Malkovich remembers that we met before, though it was 14 years ago, and greets me like an old friend. This is flattering but also embarrassing because I remember that interview in Chicago as one of the worst experiences of my journalistic life. I asked my first question; he stared at the ceiling for about 10 minutes and finally delivered a four-word answer. This happened with my second question and with my third, and I was calculating that at this rate I'd be stuck in Chicago until the icecap melted. He did speed up eventually but what I remember most clearly is how infuriating I found him for the first half hour.

Anyway, here he is now, sunny and chattering away. There are no long silences and he maintains eye contact throughout. We meet at the studios, where he is doing two days' work on a film called *The Mutant Chronicles*, based on a video game (he tried to explain the plot but I lost it after the first five minutes). He will do another day's filming before flying on to France. Is it normal to work on a film for just two days? 'I've done it a lot, yes. Sometimes you wish it lasted longer and sometimes you're quite glad it didn't.'

You get the impression he has made so many films (more than 60) he forgets them all. Luckily, he forgets the one he is meant to be promoting, *Art School Confidential*, which is a relief because it saves me trying to say anything nice about it. The *New York Times* described it as dull and full of self-pity. But there is another film, *Colour Me Kubrick*, in the pipeline in which he gives a hilarious performance as the English conman who went round pretending to be the film director Stanley Kubrick, which seems more hopeful.

He's made a few really good films but then some terrible turkeys. He nearly always gives a good performance, but you often think: how could he have read that script and decided to make it? He says he doesn't regret any of his films because he always learns something, even if only that he never wants to work with that director again.

Maybe the problem is the work he gets offered. He once said he got very few offers from the States – is that still true? 'It's pretty true still, although I'm doing a couple of big American films at the moment. But that was never meant as a complaint – it was more a factual statement. People have said it had a lot to do with the fact that I spent the better part of 15 years living in Europe – they just don't think of you. That's the way the business is, that's the way it always has been. When I went to grab my bag at the airport today – and it was very heavy because after this I'm going back to our house in France for six weeks – I was thinking of how incredibly old and weak I am. And I suddenly thought, "It's funny, now I'm one of those guys I used to watch on television occasionally and you sort of know his face but you don't know from where." But I think that's the natural way of the business. I don't really worry about it.'

He talks as if he is incredibly old. In fact he is 52, which many male actors regard as their prime. But obviously he feels old. He tells me one of his knees is shot, which means

he can no longer garden, which he used to love doing, and he might have to have a knee replacement.

When he and his family moved back to the States from France recently, they chose Cambridge. Did he choose it because he wanted to be among the academics at the University of Harvard? 'No!' he laughs. 'That would be lost on me – I'm an actor!' Oh come. Whatever Malkovich is, he is not thick. He reads a lot, he follows international news, he speaks several languages. But you see the flash of his intelligence in throwaway remarks rather than sustained arguments; he has a great fear of seeming too serious.

'At school they expected me to be an enormous failure who might be able to find a career as a sort of quarrelsome academic somewhere but who would never amount to anything as a performer or a director.'

How awful, I tut-tutted, to be made to feel a failure at school. But he responds with unusual vehemence, 'I don't care! I don't care what other people think. I don't think it matters.' If true, this is an admission of extraordinary arrogance. Nothing that anybody says, no amount of negative criticism, can touch him or shake his extreme cool. I don't actually believe it is true, because he would be an insufferable person if it were, but it is interesting that he likes to believe he is opinion-proof. He will need to be when *Art School Confidential* comes out. At all events, he is by far the most interesting actor I have ever interviewed.

13 How did the writer feel about her first interview with John Malkovich?

- **A** embarrassed because she handled it so badly
- **B** angry because he made it so difficult for her
- **C** impatient because she was anxious to leave Chicago
- **D** disappointed because he was so unfriendly

14 What does the reader learn about the film, *The Mutant Chronicles*?

- **A** It is a very short film.
- **B** It is to be used for a video game.
- **C** It has a complicated storyline.
- **D** John Malkovich has a small part in it.

15 The writer thinks that *Art School Confidential* is

- **A** better than the *New York Times* said it was.
- **B** more entertaining than *Colour Me Kubrick*.
- **C** not a film she will probably go to see.
- **D** a film that it is hard to find something good in.

16 The writer expresses surprise that Malkovich

- **A** got involved with some very bad films.
- **B** manages to make even bad films seem good.
- **C** has worked with some very poor directors.
- **D** is sorry he made some of his films.

17 Malkovich says he is not concerned about the fact that

- **A** he is getting older and less healthy.
- **B** people know his face but not his name.
- **C** he is better known in Europe than the USA.
- **D** he may have to have an operation on his knee.

18 What impression does the writer give of Malkovich's intelligence?

- **A** He would be out of place in a group of university academics.
- **B** He likes talking about a range of interesting subjects.
- **C** He is a good person to enjoy an argument with.
- **D** He does not wish to appear too intellectual.

19 The writer is not convinced by Malkovich's claim that

- **A** he was a failure at school.
- **B** he is an arrogant person.
- **C** he doesn't think his own work matters.
- **D** he doesn't care what others think of him.

Advice

13 *Read the whole of the first paragraph before you answer this question.*

14 *Skim the text to find the title of the film in the question and then read that part of the text carefully.*

15 *Remember to look for the writer's opinion here, rather than that of the 'New York Times' or anyone else.*

16 *Remember that, in a question like this, several options may be true but only one of them will be what the writer 'expresses surprise' about.*

17 *The text refers to points in all the options but which of them does Malkovich say 'he is not concerned about'?*

18 *Read the paragraph relating to Malkovich's intelligence very carefully in order to work out exactly which option is the correct answer here.*

19 *Read the question carefully – it says 'disbelieves' not 'believes'.*

Test 2 Exam practice — Reading Part 4 ANSWERS

Page 22 *Task information*
Page 24 *Action plan*

Review

Which of these pieces of advice are good ones for Reading Part 4?

1 Read the questions before you read the texts.
2 Read the texts before you read the questions.
3 Read one text and find all the questions associated with that text before moving on to the next text.
4 As you read the questions think about other words that might be used to express the same idea.
5 Skim the texts first when trying to find an answer, then check you have found the right answer by reading the text in more detail.

Follow the exam instructions, using the advice to help you.

Tip! Read the questions first so you know what to look out for as you read the texts.

You are going to read an article containing descriptions of campsites in Australia. For questions **20–34**, choose from the descriptions (**A–F**). The descriptions may be chosen more than once.

---

20 Guests can go to bed in the open air if they wish.

21 It is possible to arrive at this camp by air.

22 The absence of technology is a bonus.

23 Guests are asked to show consideration for the ancient landscape.

24 The camp provides guests with simple means of transport free of charge.

25 Guests can find and prepare their own food here in the traditional way.

26 Guests can relax by enjoying the folklore of the region.

27 Guests have a personal washing area in a special facilities complex.

28 The camp offers guests some health and beauty activities.

29 The geography of the region is unusually varied.

30 Guests can dine in a very special location high up in a forest.

31 The people who built this camp liked something similar elsewhere.

32 Guests sleep in an elevated position from which there are wide views.

33 The colours in the area are particularly striking.

34 Guests don't have to tidy their own tents.

Advice

These questions may not lead you to the exact words in the texts but they provide useful practice in the sorts of questions which will help you do well in this task.

***20** What is a synonym for 'go to bed'?*

***21** Using which means of transport might you arrive this way?*

***22** What sorts of technology are people often glad to do without for a while?*

***23** What might be another way of saying 'show consideration for'?*

***24** What kinds of transport might these perhaps be?*

***25** What's another way of saying 'prepare food'?*

***26** What sorts of activities are covered by the word 'folklore'?*

***27** What might you find in a personal washing area?*

***28** What sorts of things might be classed as 'health and beauty' activities?*

***29** What would a region have if it is geographically diverse?*

***30** What words might you be looking for when you are trying to find the answer to this question?*

***31** You'll be looking for a reference to what here?*

***32** How might the idea of 'wide views' be expressed differently?*

***33** What sort of words will you be looking for to give you the answer here?*

***34** If you don't have to tidy your own sleeping area, what service is being provided?*

Campsites of Australia

We investigated the best campsites in Australia. This is what we found out.

A Bamurru Plains, Northern Territory

Watch grazing water buffalo and kookaburras while basking in the pool at this luxury camp. The nine safari tents offer comfortable seclusion in a delightful position close to the Mary river flood plains and the abundant wildlife. With no televisions or telephones, this is a wonderful retreat where the focus is the wilderness. Guests can take river cruises, go hiking or explore nearby Kakadu National Park. This is home to some 236 species of bird. The significance of the area lies in the variety of habitat: black soil floodplains, paperbark swamps, savannah woodland, river mangroves and coastal beaches support an extraordinary diversity of birdlife. Even in the dry season the Swim Creek floodplain retains large areas of water where the birdlife congregates in vast numbers.

B Kangaluna Camp, South Australia

Set in the ancient volcanic landscape of Gawler Ranges National Park, Kangaluna Camp comprises environmentally sensitive tents that harvest rainwater and are ventilated by curving roofs. They are pitched in woodland where emus and kangaroos are in abundance, but for a wilder experience, mattresses and sleeping bags can be set up under the stars. A popular day trip is to Lake Gairdner, a glistening white salt pan contrasting with the crimson Outback. Fantastic country style food is prepared in the main living area and, after dinner, enjoying drinks around the camp fire listening to local legends or stargazing in the clearest night sky imaginable is the perfect way to end an unbelievable and action-packed day.

C Paperbark Camp, New South Wales

Inspired by African safari holidays, the owners of Paperbark Camp decided to create their own version just over two hours south of Sydney on Jervis Bay. The camp has evolved from a rustic retreat to a more sophisticated set-up of elevated canvas tents – some with roll-top baths – pitched among eucalyptus and paperbark trees. Think camping for grown-ups! There's plenty to do – forest walking trails, beach activities by the bay, and back at camp, an architect-designed tree-top restaurant serving modern European food. Complimentary bikes and canoes are provided for guests' enjoyment and are an eco-friendly way to explore the local area. Take the Paperbark Challenge and canoe to Huskisson and back, stopping off for a picnic and a swim on the banks of the Currambene Creek, a great day's activity!

D Wilson Island, Queensland

On this small coral island in the Great Barrier Reef, you'll find more turtles than people. There are six luxury double tents (each with raised timber floors, king-size bed with duvets and pillows, bathrobes, complete screening and a daily housekeeping service). The central amenities building is the hub for your stay, with solar power allowing for a host of creature comforts including piping hot showers. Each tent has its own designated private shower and dressing area in the bathhouse, only a short stroll away. Other than diving or snorkelling, all you really can do – and all you would want to do – is swing in a hammock and enjoy the view.

E Faraway Bay Camp, Western Australia

On the north-west corner of the Australian continent, there is a place so remote, so far away from anywhere, it's called Faraway Bay. Time appears to stand still. When it does move, it's measured in tides and sunsets. Gather, cook and eat the traditional delicacies of the indigenous population at this wilderness retreat set on a rocky hilltop in the eastern Kimberley region. The secluded bush-style cabins and outdoor kitchens offer panoramic Timor Sea vistas and provide a comfortable base for exploring this remote region. Guests wake up each morning to birdsong and enjoy breakfast in the open air 'Eagle Lodge', perfect for lounging, dining and daydreaming. Cruise to the spectacular King George Falls; fish the tidal creeks; explore; discover ancient rock art, then cool off in the spring-fed pool back at camp.

F Eco Beach Broome, Western Australia

For this luxury experience, you can take a helicopter to its ocean-front location, sail across Roebuck Bay, or take a leisurely drive from Broome. At the resort, you can enjoy spa treatments, yoga and turtle-spotting tours, then retreat to your chic tent overlooking the Indian Ocean. Many visitors enjoy walking throughout the traditional land of the Yawuru people. Their connection to this land spans thousands of years and you can feel their presence. The culture and traditions of the Yawuru people are still carried on today and visitors are asked to respect the land and the environment.

Page 26 *Task information*

Review

Correct these statements about Writing Part 1.

1 In Part 1 you have a choice of task.
2 You usually have to write a letter.
3 You have to write 250 words.
4 You can choose which information you use from the text on the question paper.
5 It is important to copy phrases carefully from the text on the question paper.

Reading the question

Read the task and then answer these questions about it.

1 Who do you have to write your answer for?
2 What is your purpose in writing?
3 What points must you include in your text?

You are the secretary of the English Language Club at the college where you are studying. Dr Ellen James, the College Principal, has asked for proposals from college clubs that think they deserve funding from the college.

The English Language Club's committee has asked you to write a proposal to Dr James on behalf of your club.

Read the programme planned for the Club this year, on which you have made some notes. Then, **using the information appropriately**, write your proposal, outlining what the Club does, commenting on why the Club is important for the students and explaining how the college would benefit from funding the Club.

English Language Club Programme	*oldest club in college, founded by famous ... former student*
Weekly film and discussion	*helps us to ...*
Monthly guest speakers	*great ones last year e.g. ... (but usually need fee)*
Frequent fun events	*e.g. music evenings...*
All events open to college students and the public	*good for community relations*

Write your **proposal**, as outlined above. You should use your own words as far as possible.

Useful language: putting it in your own words

1 How could you put these phrases from the above task into your own words?

1 the Club is important for the students
2 oldest club in college
3 founded by famous former student
4 guest speakers – great
5 need fees
6 frequent fun events

Tip! Before you start to write your answer, ask yourself these three key questions – what text-type do I have to write (e.g. a letter)? Who am I writing to? Why am I writing to him or her?

2 **Here is a sample answer for the task. Read it and answer the questions.**

Tip! You will not get marks for copying phrases from the information provided – so try to reword language from the input text (what is written on the question paper) if at all possible.

1 Is the answer the correct type of text?
2 Has the answer been written for the correct target reader?
3 Does it deal with the three key points mentioned in the task?
4 Do you think this answer would have the desired effect on the target reader?
5 Does it make use of all the handwritten notes on the Club programme?
6 Has the writer put information from the task into his or her own words?
7 Can you find any examples of language that demonstrate a good range of vocabulary or structures?
8 Is the organisation of the answer clear?
9 What mark out of five do you think this answer got?

Anfield College

Funding Proposal

As Secretary of the English Language Club I am writing to propose that our club be given college funding for the coming year.

Outline of Club Activities

The Club is active with a lively programme of events. We regularly show English language films, for example; we invite guest speakers and we organise concerts and other social activities such as quizzes and parties.

Benefits for Students

Many college students gain a great deal from our activities. The film evenings, for instance, provide much valuable language practice, particularly as we always have interesting discussions after each screening. The speakers are also excellent; last year we had the famous actress, Jenny Richards. However, hiring films is costly and the best speakers require payment; the club cannot afford this from what we receive from membership fees alone.

Benefits for College

We believe that the College also benefits from our Club. It was, after all, the first-ever club in the College and was started in 1805 by one of our best-known alumni, the poet José Martinez. The fact that members of the public can also attend our regular social evenings makes for a positive atmosphere between the College and local residents.

We hope you will be able to take all this into account and will find it possible to offer some funding to help our useful and enjoyable club to continue to thrive.

Test 2 Exam practice — Writing Part 1 ANSWERS

Page 29 *Action plan*

1 Look at the exam task below then answer these questions.

1 What is the situation you have to imagine yourself in?
2 What kind of text do you have to respond to?
3 What kind of text do you have to write?
4 Who do you have to write to?
5 What is your purpose in writing?
6 How are you feeling when you write?

2 Now follow the exam instructions, using the advice to help you.

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

Last weekend you organised a fund-raising festival at the college where you study English. The local newspaper has published an article about the event which contained a number of errors.

Read the article on which you have made some notes. Then, **using the information appropriately**, write a letter to the newspaper editor correcting the errors, complaining about the writer's attitude and requesting the editor take appropriate action.

Tip! Good candidates sometimes lose marks simply because they do not read the question carefully enough. Make sure you do exactly what you are asked to do.

MUSIC FESTIVAL

Saturday's festival at Caterham College was a disappointment to its organisers. ← *No!*

Two of the six invited bands failed to turn up, the food ran out before 1:30 and it poured. ← *Not true!* ← *All wrong!*

Despite these issues, the noise continued until after midnight and many local residents complained. ← *Did they?*

At least those residents will be relieved that Saturday's disaster means the festival is unlikely to become an annual event as initially planned. ← *Mean attitude – raised money for ....*

Write your **letter**, as outlined above.

You should use your own words as far as possible.

Advice

What do you think would be 'appropriate action' for the editor to take?

Why do you think there are exclamation marks after 'No', 'Not true' and 'All wrong'?

What does 'Did they' refer to and why does the writer ask this question?

What is the meaning of 'Mean' here?

What sort of thing could replace the dots?

Test 2 Training Writing Part 2 ANSWERS

Page 31 *Task information*

Review

Answer these questions about Writing Part 2.

1 How many words do you have to write in this part?
2 How many paragraphs are you likely to write in an answer of that length?
3 Which are the only four types of text you might have to write in a set text question?

Organising your writing

1 Look at this task and the sample answer to it, then answer these questions.

1 What is the topic of each paragraph?
2 A sentence which introduces or summarises the theme of the paragraph can be called the *topic sentence*. Underline the topic sentence of each paragraph.
3 What do you notice about where the topic sentence occurs?

You see this announcement on a website.

> We are looking for reviews of the best and the worst music video you have ever seen. Write us a review briefly describing these two videos, explaining why you think they are particularly good or particularly bad and commenting on how important you think music videos are for fans.

Write your **review**.

Sample answer

> 1 *The best and worst music videos I have ever seen were curiously by the same band. They were both for songs by 'The Reds', which is one of my favourite bands of all time. The best one was for their song 'Dream Song', which was one of their first-ever releases. The worst was for 'Night Rider', a hit they had last year.*
> 2 *The video for 'Dream Song' looked as good as the song sounded. It opened with a young girl lying asleep in a hammock. You were shown what she was dreaming about and it was all very beautiful and romantic. It matched the song's lyrics perfectly.*
> 3 *The video for 'Night Rider' began quite effectively but soon deteriorated. The dramatic opening sequence of a horseman riding through a dark forest was followed by a rapid sequence of different shots which were not obviously connected and didn't make any sense to me. I couldn't understand what relation the pictures had to the music.*
> 4 *Music videos are popular with many fans because they help them to understand the meaning of the songs they accompany. They also enjoy seeing the stars performing their work. The videos make the music an experience for the eyes as well as the ears. In short, there are a number of different reasons why music videos appeal to fans.*
> 5 *Although music videos like 'Dream Song' can be dramatic and original films, I generally prefer to listen to my music without an accompanying video. That way I can focus more on how the music sounds. I'd much rather use my own imagination to picture what the track relates to.*

2 **Now look at these tasks. Write a plan for a four- or five-paragraph answer to each one.**

(a) This is part of a letter you receive from an English-speaking friend.

> In class we've been discussing the relationships between teenagers and adults. Can you write and tell me about the situation in your country? How do teenagers and adults see each other? What sorts of things do teenagers and adults tend to disagree about? What do you think could be done to improve the relationship between these generations?

Write your **letter**.

(b) In class, you have been discussing sport. Your teacher has asked you to write an essay saying if you agree with the following opinion:

> The enormous salaries that top footballers receive create problems both for the players and for the game.

Write your **essay**.

3 **Write a topic sentence for each paragraph of the two tasks you planned.**

Useful language: good beginnings

Which do you think is the better beginning for each of the three tasks? Why is the other beginning not so good?

a1 *Music videos are sometimes very good and sometimes very bad.*

a2 **Music videos differ enormously in terms of originality, production values and appeal.**

b1 *Thanks for your letter. I've found it very interesting to give some thought to your questions about how teenagers and adults get on in this country.*

b2 **Thanks for your letter. I don't have too much news for you at the moment – I've been so busy preparing for my exam that I haven't had time for anything else.**

c1 *The enormous salaries that top footballers receive create problems both for the players and for the game.*

c2 **A top footballer in my country receives more money in one week than a nurse receives in a year.**

Tip! If you are asked to write a contribution to an article, then the style will be that of an article. If you are asked to write a contribution to a longer report, then the style will be that of a report.

Tip! If you are studying one or both of the set texts, make brief notes in English on each of these aspects of the text and you should be able to deal with any question:

- the characters
- the plot
- the setting (time and place)
- the main themes
- what you like and what you don't like about the text

Test 2 Exam practice — Writing Part 2 ANSWERS

Page 34 *Action plan*

1 Look at each of the following tasks 2–5.

1 Which task do you think would be the best one for you to choose?
2 What factors do you need to consider when choosing a task?

2 Write an answer to the task you chose, using the advice to help you.

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **220–260** words in an appropriate style.

---

2 You see this announcement in a leisure magazine.

> We are looking for articles which encourage young people to take up an unusual leisure activity. Your article should outline the activity, describe one or two of your own experiences of doing the activity and explain how you think young people can benefit from doing this activity.

Write your **article**.

3 A friend of yours has applied for a summer job with a travel company and has given your name as a reference. The job involves looking after tourists from all over the world who are staying in your town. The person needs to get on well with all sorts of people, to be enthusiastic and knowledgeable about the area and to be able to cope under pressure. Write a reference for your friend explaining why you think s/he possesses these qualities.

Write your **letter of reference**.

4 The college where you are studying English has received a gift of money to buy equipment for its study centre. The money can be spent on either three TVs or three computers or on some other equipment. Students have been asked to write proposals suggesting exactly what the money should be spent on and explaining why they think this will be of particular use to language students.

Write your **proposal**.

5 *Note that the following questions are designed to give you practice answering a question on any set text. In the actual exam each of the questions will be clearly related to one specific text only.*

(a) You have been asked to write a review of *Text X* for your college magazine. Your review should focus on how effective you think the beginning of the story is. You should also explain how enjoyable you think other students would find the text.

Write your **review.**

(b) In class you have been discussing the topic of friendship. Your teacher has now asked you to write an essay considering the role of friendship in *Text Y*. Compare two different friendships in the story and explain which you feel is the stronger of these two relationships.

Write your **essay**.

Advice

2 An article has to interest readers from the start so it is important to begin effectively – with a question, perhaps.

3 Think about the style you need for a written reference. What sort of words would you avoid using? Would you use contractions?

4 In a proposal it is important to be persuasive, but in a way that is as clear, rational and objective as possible. Headings may help you do this effectively.

***5 (a)** This example of a set text question has two separate parts. Remember to deal with both parts. Is there any way you could link the two parts?*

***5 (b)** Remember that there are many different types of friendship. It would be possible to include both a casual acquaintanceship and a deep relationship under the broad umbrella of friendship – as long as you explain why you think each of the relationships you select deserves to be called a friendship.*

Page 36 *Task information*

Review

Answer the questions about Use of English Part 1.

1 Before attempting any of the questions, what should you do first?
2 How can an awareness of collocations help you do well in Part 1?
3 How can a knowledge of prepositions help you do well in this Part?
4 If you are not certain about any of the answers, is it worth guessing?

Useful language: checking for correct collocations

Tip! Sometimes it is useful to think about what word might go in a gap *before* you look at the alternatives offered.

1 **Exam candidates often make mistakes with certain words. Choose the correct alternative in *italics*.**

At the beginning of term students' attention is always **1** *called / drawn* to the fact that they must **2** *attend / join* at least three-quarters of the lectures for any course that they are **3** *following / taking* to be allowed to do the exam at the end of the course. And students **4** *learn / know*, of course, that if they don't **5** *stand / sit* the exam, then this will affect their chances of **6** *achieving / reaching* their aim of **7** *having / getting* a good job. And this may in turn **8** *get / have* an enormous impact on the rest of their lives.



2 **Use your knowledge of collocations to fill these gaps with one word. The collocations in this exercise are ones that exam candidates often make errors with.**

1 It sometimes takes time to ..... friends when you go and live in a different country.
2 My cousins ..... sailing most weekends.
3 Would you like to ..... a fancy dress party here at home for your birthday?
4 We must ..... steps to avoid the problem occurring again in the future.
5 Unfortunately, the course Jim took last winter didn't really ..... his needs.
6 We're planning to ..... some improvements to our flat this summer.
7 The village has a small cinema which ..... a different film every week.
8 Look at the station map to ..... out where to leave your luggage.
9 The menu allows diners at the restaurant to choose from a wide ..... of dishes.
10 Thermodynamics is not my ..... of expertise.

Useful language: thinking about prepositions

1 **Look at the preposition after the gap and decide which word fits.**

1 I don't have much *knowledge / information* of local history.
2 My *stay / visit* to my grandparents' was a great success.
3 The boy didn't *participate / contribute* in the discussion.
4 When does your plane *get / arrive* to Rio?
5 Polly wrote to *congratulate / thank* the singer for her new album.
6 My grandfather never *talks / discusses* about his time in Scotland.
7 The article considers the *consequences / reasons* for the workers' strike.
8 I saw an *advertisement / article* for a language course in the paper.

2 **Now write the sentences in the previous exercise using the other word and changing the preposition, as required.**

Test 2 Exam practice — Use of English Part 1 ANSWERS

Page 38 *Action plan*

Follow the exam instructions, using the advice to help you.

For questions **1–12**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Example:

0 **A** path **B** room **C** way **D** space

0	A	B	C	D
			■	

Staying in a hotel made of ice

A draught was finding its **(0)** ..... into my sleeping bag. I wriggled down and pulled the neck cord tighter. Inside, I was encased in thermal underwear, a woollen polo neck and winter pyjamas. I needed the **(1)** ..... because it was – 5°C in my room, an icy cave in Austria's highest hotel, an igloo at 2,700 m in the Alps.

The Schneedorf ('snow village') is one of a **(2)** ..... of igloo hotels built each year in the Alps, along similar **(3)** ..... to the well-known Icehotel in Lapland. Last season, a UK tour operator started **(4)** ..... customers a night in the Schneedorf.

We arrived on skis, with a rucksack of extra **(5)** ..... to put on, having completed our last ski run at 3:30pm. You can take a bus from the village, but **(6)** ..... the Schneedorf's allure is skiing to its door and starting the next day high on the slopes.

Inside, it is magical, with candlelight **(7)** ..... on the domed ceiling of the 'lounge' and beautiful sculptures carved on the walls. Furniture is **(8)** ..... to stools of upturned tree trunks and ice-benches, both covered with sheepskin, plus an ice-bar and wooden tables. A candlelit corridor **(9)** ..... to the bedrooms. Beds are built of packed snow, with sheepskin-covered air mattresses, and decoration **(10)** ..... of ice-encased roses.

Our hosts welcomed their guests with warm drinks. They had fired up the sauna and soon we had all piled in. How the mood **(11)** ..... as we warmed up. Supper was meat stew, which **(12)** ..... faster than we could eat it.

1	**A** all	**B** whole	**C** amount	**D** lot
2	**A** handful	**B** set	**C** pack	**D** band
3	**A** styles	**B** lines	**C** models	**D** ideas
4	**A** providing	**B** advertising	**C** suggesting	**D** offering
5	**A** covers	**B** layers	**C** levels	**D** wrappings
6	**A** half	**B** part	**C** most	**D** much
7	**A** running	**B** splashing	**C** dancing	**D** hopping
8	**A** controlled	**B** rationed	**C** restrained	**D** limited
9	**A** takes	**B** directs	**C** leads	**D** passes
10	**A** involves	**B** consists	**C** includes	**D** contains
11	**A** lifted	**B** rose	**C** increased	**D** climbed
12	**A** melted	**B** cooled	**C** thawed	**D** chilled

Advice

0 *This is a common collocation with 'find its/your/our ...'.*

1 *This is part of an informal expression meaning 'everything'.*

2 *Think about which words definitely would not collocate with 'hotel', then choose from the remaining options.*

3 *Which of these words is likely to follow the preposition 'along'?*

4 *Think about which words fit this sentence grammatically – some of the options would need to be followed by a preposition.*

5 *Only one of these words is often associated with clothing – which one?*

6 *Which word does not need to be followed by 'of'?*

7 *Only one of these words typically collocates with 'candlelight' to suggest its flickering movements.*

8 *You can rule out one of these options because it is not followed by 'to'. Which of the remaining three fits the meaning?*

9 *Two of these words fit well in terms of meaning but only one of these does not need to be followed by 'you'.*

10 *Which verb can be followed by 'of'?*

11 *Which of these words collocates with 'mood' and means 'improved'?*

12 *Think about whether you need a word that means 'getting colder' or 'getting warmer' and then choose from the remaining options.*

Test 2 Training Use of English Part 2 ANSWERS

Page 40 *Task information*

Review

Answer the questions about Use of English Part 2.

1 Is it a waste of time to read the whole text through before you start answering the questions?
2 Is it important to fill all the gaps in order?
3 What is the maximum number of words you may write in any one gap?
4 What kinds of words will you need to fill the gaps?
5 If you can think of two different ways of filling one gap, should you write both possibilities down?

Considering meaning and grammar

1 Which of the words suggested fits the gap? Why is the other word not appropriate?

1 When I got to the stadium it was already ..... full. *much* or *very*?
2 The ..... refurbished building is very attractive. *new* or *newly*?
3 It is important for students to eat ..... *healthy* or *healthily*?
4 The weather was ..... hot we could eat outside every evening. *so* or *too*?
5 The lecture programme was ..... disappointing. *very* or *absolutely*?
6 I would like to suggest some changes ..... the schedule. *in* or *to*?
7 Our room was on the fifth floor but there was ..... lift available. *no* or *not*?
8 We had to wait for three hours without ..... for the children to do. *anything* or *nothing*?

Tip! Consider both meaning and grammar when deciding which word to choose to fill a gap.

2 Think about meaning and grammar to decide what word should fill each gap.

1 When I was a teenager, I ..... always write my diary before I went to bed.
2 You may have to queue for tickets for ..... couple of hours.
3 We got up early because we were afraid of ..... our flight.
4 All the articles in the magazine will be written ..... volunteers.
5 I've only seen a photo of Joanna, ... may mean I don't recognise her when I go to meet her at the station.
6 The noise from the wedding reception did not cause any problems ..... the other guests.
7 I can't understand ..... Grace changed her mind so suddenly.
8 I hope that everyone who ..... to go to the gig will be able to get a ticket.

Useful language: focusing on phrasal verbs

Choose the correct form of *do, make, go, get, put, take* or *bring* to fill the gaps in these sentences.

1 Chris didn't ..... up golf until he retired.
2 My favourite group are ..... out a new album next month.
3 Hannah has always ..... on well with my parents.
4 We can easily ..... you up if you'd rather not stay in a hotel.
5 Alan brought me some lovely flowers to ..... up for missing my birthday.
6 I like both these dresses – I just can't decide which one to ..... for.
7 I could ..... with a new bike – this one's getting very old and rusty.
8 The robbers ..... off with money and jewellery.
9 I'm so tired. Do you think I could ..... out of going to Diana's this evening?
10 Are there any issues you would like to ..... up at tomorrow's meeting?

Tip! When you listen to or read anything in English, try to notice phrasal verbs and how they are used. Being able to use them naturally will make your English sound much better.

Test 2 Exam practice — Use of English Part 2 ANSWERS

Page 42 *Action plan*

Follow the exam instructions, using the advice to help you.

For questions **13–27**, read the text below and think of the word which best fits each gap.
Use only **one** word in each gap. There is an example at the beginning (**0**).

Example: 0 | E | V | E | R | Y | | | | | | | | | | | | | |

Generating electricity from heat

What if **(0)** ..... single gallon of gas in our cars and lump of coal in our power plants did extra duty? What if we could get even **(13)** ..... out of our fuel? **(14)** ..... is the basic idea of waste heat recovery systems. A young business called Alphabet Energy based in California aims to take the well-known idea of generating electricity from captured heat, and use **(15)** ..... on a massive scale with a **(16)** ..... help from nanotechnology.

Alphabet hopes to make its name **(17)** ..... providing a tiny chip that can be inserted into any exhaust pipe or engine to convert heat **(18)** ..... electrical power. This tiny chip is a clever device that can **(19)** ..... use of heat to generate power without needing any moving parts at **(20)** ..... (in much the same way **(21)** ..... a solar cell generates electricity from light). It is based **(22)** ..... the familiar principle that it is possible to use heat to push electrons through a material. Alphabet says its innovation lies not **(23)** ..... in its choice of material but also in its special technology, all of **(24)** ..... makes it highly suitable for use in small pipes as **(25)** ..... as in large factory chimneys. The device is connected by wire to the plant's electrical system or to the grid **(26)** ..... that it is able to feed in power converted by heat in real time.

Still only a year old, Alphabet has the ambitious goal of leading **(27)** ..... it believes could be a $200 billion global market.

Advice

13 *The word you need here gives a similar idea to 'extra' in the previous sentence.*

14 *You need a pronoun that sums up the idea that has just been presented.*

15 *You need a pronoun here. Think about the meaning of the sentence to decide which pronoun you need.*

16 *You need a quantifier here.*

17 *You need a preposition here to suggest how the company intends to make its name.*

18 *Think about the meaning of the sentence and which preposition will fit the context.*

19 *The word you need here is a verb which collocates with the noun 'use'.*

20 *You need something often used for emphasis in phrases like 'without any xxx at …' or 'with no xxx at …'.*

21 *The word you need here is often used in close conjunction with 'same'.*

22 *Which preposition frequently follows 'is/are based …'?*

23 *This word is often used in association with 'not … but also …'.*

24 *You need a relative pronoun here.*

25 *A number of words, e.g. 'long', 'far', 'well', 'soon', can complete the phrase 'as … as' but which fits the meaning here?*

26 *You need a conjunction which will help to convey the idea of 'result'.*

27 *You need a pronoun here.*

Test 2 Training Use of English Part 3 ANSWERS

Page 43 *Task information*

Review

Answer the questions about Use of English Part 3.

1 Why is it better to read the whole text before you start trying to fill the gaps?
2 Is spelling important in this part of the exam?
3 What sorts of changes do you usually have to make?
4 If you know that a noun is needed, what other things do you need to think about?

Useful language: spelling correctly

Tip! You need to spell the words you write correctly to gain the marks, so it's worth spending time learning the spellings of words that students typically find difficult.

1 Find a word that matches the definition. You are given the first letter. The words are all ones that students frequently misspell.

1 a place where you live *a*.....
2 a group of people that takes decisions *c*.....
3 try to reach a business or political agreement *n*.....
4 start (noun) *b*.....
5 relating to work that needs special education or training *p*.....
6 suitable *a*.....
7 the opposite of boring *i*.....
8 the way words are said *p*.....
9 essential *n*.....
10 get *r*.....

2 Find a word from the word in capitals to fit the gap. The words are all frequently misspelt.

1 There are far too many ..... in this magazine. ADVERTISE
2 The children ..... go to school on the bus. NORM
3 Pat was ..... that she didn't get the job. APPOINT
4 Tom has worked for years in a ..... department. GOVERN
5 I think Erica's sculptures are ..... original. MARVEL
6 Sarah has done a course in ..... administration. BUSY
7 My grandmother had a ..... career as a singer. SUCCEED
8 Greg's antics caused his wife much ..... . EMBARRASS

Useful language: noting words from the same root

Fill the gap in each sentence with a word based on the word in capitals for that set.

Tip! Write down words formed from the same root in one place to help you remember them.

DEVELOP
1 There have been some interesting ..... at work recently.
2 Paul has decided he would like to become a property ..... .
3 Although the north of the country is industrial, the south is relatively ..... .

INTERPRET
4 The argument was simply because Matilda totally ..... something I said.
5 The rules are vague and open to..... in different ways.
6 Simultaneous ..... earn a good salary but their work can be stressful.

APPLY
7 The regulations are ..... to anyone entering the country by sea.
8 Dave didn't get a university place in 2007 but he ..... in 2008 and was accepted then.
9 How many job ..... did you fill out before you eventually found work?

Test 2 Exam practice — Use of English Part 3 ANSWERS

Page 45 *Action plan*

Follow the exam instructions, using the advice to help you.

For questions **28–37**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Example: 0 | U | S | U | A | L | L | Y |

An unusual park

Parks in large cities are **(0)** ..... thought of as refuges, as islands of green in seas of concrete. Yet the High Line Park in the **(28)** ..... of Chelsea in New York looks on first **(29)** ..... like something that urban parks were created to get away from. It's an **(30)** ..... steel structure supporting an **(31)** ..... rail line that once brought freight cars right into the city's factories. Now the structure has been turned into an **(32)** ..... and inviting public park. Walking on the High Line is **(33)** ..... any other experience in the city. You can sit surrounded by **(34)** ..... tended plants taking **(35)** ..... from the views, or you can walk the line as it slices between old buildings and past **(36)** ..... new ones. I have walked the High Line dozens of times, and the **(37)** ..... thing is that its vantage point, different from that of any ordinary street, or park, never ceases to surprise and delight.

USUAL
NEIGHBOUR
SEE
ATTRACT
ELEVATE
INNOVATE
LIKE
CARE
ENJOY
STRIKE
REMARK

Advice

28 *Think about whether the word is referring to people or a place.*

29 *Do you need a singular or a plural here?*

30 *Is a positive or a negative word required here?*

31 *Try to picture the scene as this will help you find the right word here.*

32 *Do you need a noun or an adjective here?*

33 *Do you need a prefix here or not?*

34 *Remember to think about both grammar and meaning.*

35 *Which suffix do you need to make this word into a noun?*

36 *Do you need an adjective or an adverb here?*

37 *Do you need a positive or a negative word here?*

Test 2 Training Use of English Part 4 ANSWERS

Page 46 *Task information*

Review

Answer the questions about Use of English Part 4.

1 Is there only one word that fits in each sentence?
2 Might the word be, say, plural in one sentence and singular in the others?
3 Does spelling count?
4 Is the easiest sentence always the first one?
5 Is it more important to think about the meaning of the sentences or about their grammar?

Words with multiple meanings

Find one word in English that matches each of the definitions in the set.

1 angry / go from one side of something to the other / mixture of two different things combined to produce something new .....
2 to hand something to someone / to go past / to be successful in an exam .....
3 large amount of money often used for starting a business / the most extreme punishment for a crime / letter used at the beginning of proper names .....
4 to cause someone to have an idea or feeling about something / to hit / to refuse to continue working .....
5 social meeting / sweet fruit of a palm tree / to stop being fashionable .....
6 to use drugs, etc. to help cure someone of a disease / to behave towards someone in a particular way / to buy or pay for something for another person .....
7 sharp end of something / purpose of doing something / symbol used to express a decimal part of a number .....
8 a short written message / a single sound at a particular level / paper money .....

Words with multiple collocations

1 Which word fits in each of these sets of collocations?

1 the ..... of an iceberg / on the ..... of my tongue / give someone a useful .....
2 ..... and error / have a ..... run (before a competition starts) / stand ..... for murder
3 at a moment's ..... / hand in your ..... /come to one's .....
4 out of the ..... of your eye / to turn the ..... / just round the .....
5 be in no ..... state / keep ..... / ..... for human consumption
6 to ..... eggs / to ..... jokes / to ..... open a bottle of wine

Tip! Trying to see a connection between a word's different meanings may help you to remember them.

2 Now use the answers from Exercise 1 to fill the gap in these sentences.

1 Don't take any ..... of what Fiona says – she's just jealous.
2 Just spend the money as you see ..... .
3 Are you expected to give taxi drivers a ..... in your country?
4 It only took Rob half an hour to ..... the code.
5 Norma was employed for a six-month ..... period.
6 My uncle lives in a remote ..... of Wales.

Test 2 Exam practice — Use of English Part 4 ANSWERS

Page 48 *Action plan*

Follow the exam instructions, using the advice to help you.

For questions **38–42**, think of **one** word only which can be used appropriately in all three sentences. Here is an example (**0**).

Example:

0 My first job today is going to be to ..... all the papers on my desk.

What's your favourite ..... of ice cream?

Jack should be able to help you ..... out the problem with your computer.

Example: 0 | S | O | R | T | | | | | | | | | | | | | | | |

---

38 Jon's tennis is improving but he still needs to work on his ..... .

James joined the diplomatic ..... immediately after graduating.

I took my car in for its six-monthly ..... this morning.

39 Watch you don't ..... your dress on that rose bush.

Several of Paul's colleagues have gone down with flu – I hope he doesn't ..... it too.

I think those new platform shoes are really ugly – you won't ..... me wearing them.

40 We'll only want a ..... meal before going to bed.

The accused man got off with a very ..... sentence.

Let's go to the cinema to see that new comedy tonight – I'd like to see something nice and ..... .

41 The old man took off his hat as a ..... of respect as he entered the room.

I hope my son will get a good ..... for his essay – he worked so hard on it.

Jane tried her best to get the ..... out of the carpet but without much success.

42 At that time Sweden was an important naval ..... and few nations would have dared to challenge her.

In the future electricity will be used to ..... road vehicles.

Many people underestimated the ..... of social networking sites.

Advice

38 *If you can write down two or three words for each gap – this should lead you to the one that fits in all three gaps.*

39 *Which verb collocates with 'flu' (and other illnesses) and means to 'become infected'?*

40 *In Sentence 3 think about what kind of film a comedy is.*

41 *As Sentence 2 has a familiar classroom context, perhaps you can find several words to fit that gap – then see if they also fit the other two sentences.*

42 *In these sentences you need a word that can be used as both a noun and a verb.*

Test 2 Training Use of English Part 5 ANSWERS

Page 49 *Task information*

Review

Answer the questions about Use of English Part 5.

1 What is the maximum number of words you can write in this Part?
2 How many words do contractions like *don't* or *wasn't* count as?
3 Can you change the form of the word in capitals?
4 How many testing points are there in each sentence?

Useful language: choosing the right expression

1 **Choose the correct expression in italics from these sentences written by exam candidates.**

1 The trip to the restaurant *resulted in / turned out* to be disappointing.
2 I would like you to publish *an apology letter / a letter of apology* in the next issue of your magazine.
3 They offered Margot *the opportunity / the possibility* to work in Hollywood.
4 I hope you had no difficulties *to find / finding* your way here.
5 I'll *leave / let* you details of my trip when I set off.
6 I wouldn't recommend *going / to go* to that restaurant.
7 She took pride in *cleaning and decorate / cleaning and decorating* her new flat.
8 No one knows for sure *where he found / where did he find* the information.

Tip! This exercise requires accurate use of grammar and vocabulary. It can be useful to focus on errors that students at this level often make so that you avoid similar mistakes.

2 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. *Do not change the word given.* You must use between *three* and *six* words, including the word given.**

1 Please don't forget to take your projects home after school today.
LEAVE
I must remind you ..... school today.
2 Betsy was more likeable than expected.
TURNED
Betsy ..... likeable.
3 It was easy to find the information I needed.
DIFFICULTIES
I ..... hold of the information I needed.
4 Where did Lisa go today, I wonder?
KNOW
I'd love ..... today.
5 I thought it was an excellent restaurant for a meal.
RECOMMEND
I ..... at that restaurant.
6 It was such a noisy party that Urs apologised to his neighbours in writing.
APOLOGY
Urs wrote his neighbours ..... such a noise at the party.
7 University was not an option for women in the eighteenth century.
OPPORTUNITY
Women did ..... to university in the eighteenth century.

Tip! Improve your accuracy by paying careful attention to corrections your teacher makes to your written work and try to use the same language correctly in your next piece of writing.

Test 2 Exam practice — Use of English Part 5 ANSWERS

Page 50 *Action plan*

Follow the exam instructions, using the advice to help you.

For questions **43–50**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (**0**).

Example:

0 Milly burst out laughing when she saw herself in the mirror.

SIGHT

Milly burst into ..... herself in the mirror.

The gap can be filled with the words 'laughter when she caught sight of', so you write:

Example: | **0** | LAUGHTER WHEN SHE CAUGHT SIGHT OF |

Advice

43 *'Charge' is used as a noun here but what is the phrase using 'charge' that means 'have responsibility for'?*

44 *Which verb form follows 'worth'?*

45 *Which expression with 'eye' means 'agree' or 'have the same opinion about'?*

46 *Does 'everyone' need a singular or a plural verb?*

47 *Which verb form is needed after 'it's time I/he/we', etc.?*

48 *Which phrasal verb with 'put' has the meaning of 'tolerate'?*

49 *You need to use the phrase 'be to blame' here but which preposition is required too?*

50 *What do you break if you do something faster or better than anyone has ever done before?*

43 They all assume that Penny will provide hospitality.

GRANTED

Everyone ..... Penny will provide hospitality.

44 I need to arrange to have my hair done soon.

TIME

It ..... with the hairdresser.

45 The way he behaves is intolerable.

PUT

I can't ..... any longer.

46 Sarah has responsibility for encouraging pupils to read at the school where she works.

CHARGE

Sarah ..... at the school where she works.

47 When writing for the student magazine you should remember that teachers will read it too.

WORTH

When you write for the school magazine ..... mind that teachers will read it too.

48 Tim and his twin agree about most things.

EYE

Tim and his twin ..... as most things are concerned.

49 It isn't Suzie's fault that the window got broken.

BLAME

Suzie ..... the window.

50 Today Gina jumped higher than anyone in the world has ever done before.

BROKE

Today Gina ..... high jump.

Page 52 *Task information*

Review

Answer the questions about Listening Part 1.

1 You are given time before the recording starts. What can you usefully do with this time? Why is it useful?

2 You are given some time between the first and second time you hear the recording. How can you best use that time?

Reading the questions

1 Prepare for the exam practice task on page 94 by reading the questions and options. Answer the following questions about them.

Tip! Reading the questions before you hear the recording will help you follow what the recording is about.

Extract One

1 What book are the couple going to be discussing?
2 Does the first question focus on fact or opinion?
3 Whose opinion does the second question focus on?

Extract Two

1 What means of transport is the man talking about?
2 Was it an easy journey?
3 How do the three possible reactions offered in Question 4 differ?

Extract Three

1 What are you going to hear the speakers discussing?
2 How might the way this topic is discussed differ with each of the three relationships?
3 How might each of the options for Question 6 be expressed, given each of the different relationships?

2 Look at the options suggested for each of Questions 1 to 6. Do any of them stand out as being more or less likely than the others?

Test 2 Exam practice — Listening Part 1 ANSWERS

Page 53 *Action plan*

13 **Follow the exam instructions, using the advice to help you.**

tapescript

You will hear three different extracts. For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Tip! Often the questions in this Part check understanding of chunks of recording rather than of specific details, so listen carefully to get a general understanding of what is said.

Extract One

You overhear a man and a woman discussing a news item about the *Oxford English Dictionary*.

1 What announcement has just been made about the dictionary?

- **A** Work on a new edition has been stopped.
- **B** The electronic version is now selling more than the printed version.
- **C** The new edition will possibly not be available as a set of books.

2 What is the woman's opinion about what is happening to the dictionary?

- **A** It is a regrettable result of less public interest in language.
- **B** It is an inevitable and generally positive change.
- **C** It reflects a general trend with regard to book purchases.

Advice

1 The question suggests that the announcement in some way relates to a new print and/or electronic edition of the dictionary. Listen carefully for what it says about these two possible versions.

2 As often happens in this type of question, the woman reports someone else's opinion before giving her own, so listen carefully to all she says.

Extract Two

You hear two people discussing a journey.

3 What caused the man most problems?

- **A** finding somewhere to park
- **B** reversing down a narrow street
- **C** locating the building he needed

4 How does the woman react to the man's description of what happened?

- **A** She is cross that he ignored her advice.
- **B** She regrets not having been more helpful.
- **C** She is impressed by how well he coped.

Advice

3 A question that asks about something like 'most problems' or 'the main problem' is probably going to mention all three of the options as possible problems, but one will be clearly referred to as the main problem.

4 Focus on the gist of the woman's reaction. She probably won't use the specific words 'cross', 'regret' or 'impressed'.

Extract Three

You hear two people discussing a report.

5 What is the relationship between the speakers?

- **A** lecturer and student
- **B** professional and client
- **C** manager and employee

6 What problem does the woman mention about the work they are discussing?

- **A** It is not exactly what is required.
- **B** It has been carried out too quickly.
- **C** It has not been checked carefully enough.

Advice

5 With a question like 5, the answer is likely to come from a number of different clues throughout the recording, so keep both questions in mind as you listen, rather than waiting to hear the answer for 5 and then listening out for 6.

6 The three options are quite close in meaning so you will need to listen carefully to hear what the woman is actually saying.

back

Test 2 Training — Listening Part 2 ANSWERS

Page 55 *Task information*

Review

Answer the questions about Listening Part 2.

1 When you read the questions before you listen to the recording, what should you think about?
2 Is it necessary to spell the words correctly?
3 Will you need to make changes to the words you hear so they fit the grammar of the gapped sentence?
4 How many words will you need to write in each gap?

Answering accurately

1 14 **Spelling is important in this part of the exam. Write down the ten phrases you hear on the recording. They all use words that are frequently misspelt.**

tapescript

2 You must make sure what you write fits grammatically. Correct the sentences below so the words in italics fit the sentences grammatically.

1 Claire Davis was working as a *mechanical engineering* before she lost her job.
2 On returning to work after suffering from *broke a leg* Claire learnt she had lost her job.
3 Claire almost immediately decided to visit *American*.
4 Claire decided to spend time improving her *swim* when she returned from her trip.
5 Claire loved seeing *the France* when she was working as a holiday representative.
6 Claire now realises that her life in the past was very *unsatisfactorily*.
7 Claire would advise other people who lose their jobs not to *worrying*.
8 Claire has no feelings of *angry* towards the people who made her redundant.

Tip! You won't be expected to write something in a different form from what you hear on the recording, so listening carefully will help you to avoid mistakes of the kind in Exercise 2.

Tip! Another aspect of writing accurately is avoiding distraction. With many questions in Listening Part 2 you will hear two things that would be a logical answer to the question. For example if the question says 'Lara worked as a …', the recording will mention at least two jobs.

tapescript

3 15 **Listen to the recording and answer these questions about each item (1–4).**

- Which words do you hear that could fill the gaps in these sentences?
- Which is the correct word?
- Why is the other word incorrect?

George was born in [ ] 1 in the 1950s.

George describes his childhood as [ ] 2

George decided to study [ ] 3 at university.

George's first job was as a [ ] 4 in New York.

Test 2 Exam practice — Listening Part 2 ANSWERS

Page 56 *Action plan*

16 **Follow the exam instructions, using the advice to help you.**

tapescript

You will hear a woman called Lara King talking about her experiences after losing her job. For questions **7–14**, complete the sentences.

Lara King was working as a _____ **7** before she lost her job.

On returning to work after suffering from _____ **8** Lara learnt she had lost her job.

Lara almost immediately decided to visit _____ **9**

Lara decided to spend time improving her _____ **10** when she returned from her trip.

Lara loved watching the _____ **11** when she was working as a holiday representative.

Lara now realises that her life in the past was very _____ **12**

Lara would advise other people not to _____ **13** when they first lose their jobs.

Lara has feelings of _____ **14** towards the people who made her redundant.

Tip! As you read the questions before listening, think about what words might be used in the recording to indicate that you are about to hear the answer. Remember that the recording will usually use synonyms rather than the exact words in the questions.

Advice

7 *How might the recording express 'Lara was working as a …' differently?*

8 *What kind of word would you expect to fill gap 8?*

9 *What are you going to be listening for here?*

10 *What kind of thing might Lara be thinking of improving?*

11 *Speakers often use a short form of the word 'representative' – what is it?*

12 *What kind of word are you going to be listening for here?*

13 *What answer would you predict here? You probably won't predict the right word, but predicting may help you to catch the correct answer.*

14 *From the questions in the task would you expect Lara's feelings to be mainly positive or negative?*

Test 2 Training Listening Part 3 ANSWERS

Page 57 *Task information*

Review

Answer the questions about Listening Part 3.

1 Why is it a good idea to read the questions before listening to the task?
2 Why is it useful to think about other ways of saying the points made in the questions and the options?
3 Do the questions come in the order that you hear the answers?
4 If you are not sure of the answer, should you guess or leave a blank?

Useful language: topic vocabulary

Match the words in the box with their definitions. Use a dictionary to help you.

blast-off	spaceman/spacewoman	heat shield	launch pad
mission control	re-entry	spacecraft	spacesuit
spacewalking	splash-down	touch-down	weightlessness

1 another word for 'astronaut'
2 what an astronaut wears
3 the vehicle an astronaut travels in
4 the beginning of a journey into space
5 the term used to describe coming back into the earth's atmosphere
6 the term used to describe the end of a space journey in the sea
7 the term used to describe the end of a space journey on land
8 the place where a journey into space begins
9 the place on earth which is in charge of a journey into space
10 astronauts' experience of being free from the forces of gravity
11 astronauts' experience of moving around outside the spaceship
12 part of a space vehicle's structure that prevents it from getting too hot as it comes back to land

Using the preparation time

1 Look at the exam instructions and the questions (15–20) without reading the options (A–D). What do they tell you about what you are going to hear?

2 Now look at questions 15 to 20. What do they tell you about what you are going to hear? Tick (✓) the points that you think you will hear about.

1 why Tom and Bella are interested in this topic
2 what Tom and Bella think about the career of astronaut
3 why Bella admires Ellen Ochoa
4 what qualifications or characteristics are required if you want to become an astronaut
5 information about what Ellen has to do in her work as an astronaut
6 information about Ellen's family life
7 Tom's opinion about the article they have both read
8 how Tom and Bella plan to take the topic further
9 Tom and Bella's intention to contact Ellen Ochoa

Test 2 Exam practice — Listening Part 3 ANSWERS

Page 58 *Action plan*

17 **Follow the exam instructions, using the advice to help you.**

tapescript

You will hear two students, Bella and Tom, discussing an article they have read about a woman astronaut. For questions **15–20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

---

15 The speakers agree that being an astronaut

- **A** requires a specific personality type.
- **B** is not a career that appeals to them.
- **C** is an unexpected job for a woman.
- **D** would be very challenging work.

16 Bella particularly admires the astronaut Ellen Ochoa because of

- **A** her ability to put her experiences into words.
- **B** her determination to fulfil a childhood dream.
- **C** her scientific and technical skills.
- **D** her attitude towards her colleagues.

17 Tom was surprised to learn that people who want to become astronauts should

- **A** have experience as aeroplane pilots.
- **B** have more than one university degree.
- **C** be a specific height.
- **D** be good at sports.

18 What does Bella think is the most interesting part of Ellen's life?

- **A** spacewalking
- **B** working in mission control
- **C** coping with unexpected problems
- **D** working in conditions of weightlessness

19 Tom was sorry the article did not say more about

- **A** any negative aspects of being an astronaut.
- **B** the experiments carried out on board.
- **C** what the earth looks like from space.
- **D** how well the crew got on in space.

20 Tom and Bella both now decide to

- **A** do a project on Ellen Ochoa as part of their coursework.
- **B** do a study of the first people in space.
- **C** find out more about the current state of space research.
- **D** go to some talks on space travel in films and literature.

Advice

15 *Can you think of a synonym for 'astronaut'?*

16 *How else might Bella say she 'particularly admired' something?*

17 *How might, for example, 'having more than one university degree' and 'being a specific height' be expressed in different ways?*

18 *What does 'mission control' mean?*

19 *How could each of the four options here be expressed differently?*

20 *What might be other ways of saying 'coursework', 'research', 'films' and 'literature'?*

Test 2 Training Listening Part 4 ANSWERS

Page 59 *Task information*

Review

Answer the questions about Listening Part 4.

1 How many speakers do you have to listen to?
2 What is the connection between the speakers?
3 How many questions do you answer for each speaker?
4 With each speaker, do the answers to the questions come in the order they are written on the page?
5 What must you do before you listen to the speakers?
6 How many options do you have to choose from?
7 How might the speakers distract listeners into choosing the wrong answer?
8 Is it better to do the first set of questions the first time you hear the recording and then do the second set of questions the second time you hear it?

Reading the questions

1 Look at TASK ONE on the next page. If the speaker says these things, what is the answer?

1 'It's a bit dark at the front, but the ground is lower at the back and we walk straight out into a lovely little garden.'
2 'I didn't think I'd enjoy being so high up, but I love being able to see right over the city.'
3 'I don't have to pay anything as I have no choice but to live there and of course there's no travelling time, but sometimes you feel as if you never get away from work.'
4 'I love lying in bed hearing the water lapping outside the window.'
5 'It's nice being with lots of other people from the college and has been a good way to make friends as we're all new to this city.'
6 'When I got a job in the town where my uncle lives, he offered me a room in his flat and it's been fun living there with him and his family.'
7 'When I left college last year there were four of us who'd studied together who all got jobs in the same area, so we decided to share and it's worked out really well.'
8 'I love the picturesque thatched roof and the uneven floors and everyone says how pretty it is.'

Tip! Use the preparation time well. Think about the meaning of the options and how the speakers might give the answers using different words from those on the question paper.

2 Now note down one or two other phrases that might be used to describe each type of accommodation (A–H).

Tip! Remember of course that some of these phrases may also be used to distract you into choosing an incorrect answer so make sure you listen to the *whole* of what each speaker says before choosing your answer.

3 Look at TASK TWO. Answer these questions about the options.

1 What are some other ways of saying *reasonably cheap*?
2 What are some ways of suggesting a place has *good transport links*?
3 What are some synonyms for *quiet*?
4 How else can you express that a place has *good views*?
5 What are some examples of *leisure facilities*?
6 How else can you say that a place is *immediately available*?
7 What are some synonyms for *spacious*?
8 What words and phrases might be used to talk about a house or flat's decoration?

Test 2 Exam practice — Listening Part 4 ANSWERS

Page 60 *Action plan*

18 **Follow the exam instructions, using the advice to help you.**

tapescript

You will hear five short extracts in which people are talking about where they live.

TASK ONE

For questions **21–25**, choose from the list (**A–H**) where each speaker lives.

TASK TWO

For questions **26–30**, choose from the list (**A–H**) why each speaker moved there.

While you listen you must complete both tasks.

A in a houseboat	**A** because it was reasonably cheap
B in a top-floor flat	**B** because of good transport links
C in an old cottage	**C** because of the quiet location
D in a house with friends	**D** because it had good views
E in a student hostel	**E** because it was near leisure facilities
F in a relative's home	**F** because it was immediately available
G in accommodation provided by their job	**G** because it was spacious
H in a basement flat	**H** because of how it was decorated

Speaker 1		21	Speaker 1		26
Speaker 2		22	Speaker 2		27
Speaker 3		23	Speaker 3		28
Speaker 4		24	Speaker 4		29
Speaker 5		25	Speaker 5		30

Advice

21/26 *When the speaker says 'I'd been living' somewhere, does that mean that they are still there or have now moved?*

22/27 *If you 'jump at the chance' to do something, do you do it or avoid doing it?*

23/28 *If someone is said to do something 'at short notice', does that tell you about where they do it or when they do it?*

24/29 *If something is available 'at reduced rates', do you have to pay more or less than usual?*

25/30 *What kind of vehicle is said to be 'moored' rather than 'parked'?*

Test 2 Training PAPER 5 Speaking (15 minutes) Part 1 ANSWERS

Page 61 *Task information*

Review

Which of these are the two main aims of Speaking Part 1?

1 to relax candidates by asking some simple questions
2 to see how fully candidates can answer simple questions
3 to check the accuracy of candidates' pronunciation
4 to notice how well candidates interact
5 to test candidates' ability to use social language

Useful language: talking about yourself

1 Work with a partner if possible to ask and answer these questions.

- Where do you come from?
- Where exactly do you live?
- What do you think of it as a place to live?
- Who do you live with?
- What is your first language?
- How does that language compare with English?
- How have you learnt English?
- What have you found the most effective and enjoyable ways of improving your English?
- Have you ever been to an English-speaking country?
- What do you enjoy doing in your spare time?

2 Write five more questions that might be asked in this part of the test, one for each of the topics suggested. Then take turns with a partner, asking and answering each other's questions.

Tip! Remember you could invent information about yourself if you wish.

1 People: .....
2 Work and study: .....
3 Leisure: .....
4 Travel: .....
5 Where you live: .....

3 Look at these examples of candidates' responses to the same question from the interlocutor and answer the questions.

- What is the problem with each response?
- How could the response be improved?

Interlocutor: What do you see yourself doing in the future?

Tip! It is not a good idea to prepare answers which you learn and use word-for-word as this will sound unnatural and inappropriate. However, practising talking about yourself with a partner will help you speak confidently and fluently in this part of the test.



a *'I don't know. I'm not sure yet.'*

b *'It depends of my exam results. I am interesting for a lot of things. I hope I am going to get a work the next year after I will finish my career at the university. I am studying the informatics so I think I get easily a good work.'*





c *'Who knows? It is hard to know what life will bring us. Sometimes happiness, sometimes sadness. If the right party wins the next election then the future will be much better for everyone in this country.'*

Test 2 Exam practice Speaking Part 1

Page 62 *Action plan*

Part 1 3 minutes (5 minutes for groups of three)

The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.

Good morning/afternoon/evening. My name is ..... and this is my colleague ..... .

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- What is the best thing about living there?
- What do you do?
- How long have you been doing that?

The interlocutor will then ask you some questions about one or two other topics, for example:

- How do you like to spend time with your friends?
- What advice would you give to someone planning a holiday in your home town?
- How useful is the Internet for you personally?
- Tell me about your plans for the future.

Tip! Don't give very brief answers. For example, in answer to *How do you like to spend time with your friends?* Don't just say: *Going to the cinema.* Say instead: *Well, probably what I like most is going to the cinema and then having a pizza afterwards and talking about what we've just seen. But sometimes I go round to a friend's house ...*

Tip! If you can't think of an answer immediately, give yourself a little more time to think by using phrases like: *I'm not sure ..., It's hard to say ..., I'm never sure what to say when people ask me that.*

Test 2 Training Speaking Part 2 ANSWERS

Page 63 *Task information*

Review

Work with a partner if possible and discuss whether these statements about Speaking Part 2 are true or false. If the statement is false, correct it.

1 In Part 2 you have to speak for two minutes.
2 You have to comment on three out of four pictures.
3 The interlocutor will ask you a question relating to the pictures and another question will be written above the pictures.
4 You have to describe the pictures in as much detail as possible.
5 Your partner will have to speak for a minute on the same set of pictures as yours.
6 You may help your partner if he or she is finding it hard to think of enough to say.
7 After your partner has spoken for a minute, the interlocutor will ask you a question and will give you a minute to reply.

Useful language: a sample response

1 This is what one candidate said about the pictures on page C6. Fill each gap with one appropriate word.

The first picture I'd like to discuss **(1)** ..... two people **(2)** ..... married. This is obviously a very important ceremony for **(3)** ..... of them. It would **(4)** ..... involved a lot of preparations **(5)** ..... the part of the bride and the groom and their families as **(6)** ..... . They'd have had **(7)** ..... do all sorts of things like **(8)** ..... decisions about venues, choosing **(9)** ..... to wear, getting **(10)** ..... hair done and so **(11)** ..... . They **(12)** ..... well have had to organise a honeymoon too ...

tapescript

2 CD 1 19 **Listen to the recording and check your answers.**

3 Work with a partner if possible. You should each talk about one of the other pictures on page C6, answering both the questions.

4 What would you say if you were the listening candidate and the interlocutor then asked you:

- Which of these ceremonies do you think would be most significant for you personally?

Test 2 Exam practice — Speaking Part 2

Page 64 *Action plan*

Do the exam task following the instructions below.

Part 2 — 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor, one is Candidate A and one is Candidate B. The interlocutor should lead the task using the script below. Refer to the pictures on pages C7–C8.

The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people and horses in different situations**.

I'd like you to compare two of the pictures and say **why the people might be using the horses in these different situations and how they might be feeling about the experience**.

All right?

After 1 minute

Thank you.

(Candidate B), **which of these pictures do you think shows the best use of horse power? (Why?)**

After approximately 30 seconds

Now (*Candidate B*), here are your pictures. They show **children spending their free time with adults in different situations**.

I'd like you to compare two of the pictures and say **why the adults might have decided to spend time with the children in these different situations and how the children and adults might be feeling about the experience**.

All right?

After 1 minute

Thank you.

(Candidate A), **which of these children do you think is having the most fun? (Why?)**

After approximately 30 seconds

Thank you.

Tip! Try to use modals to express what you think *might* or *could* be happening in the pictures (e.g. *From the expressions on the children's faces, I think they might be feeling excited* or *the man at the front looks as if he could be getting a little bit anxious or impatient*).

Pages 65 and 67 *Task information*

Part 3

Review

Choose the correct way to complete these statements about Speaking Part 3.

1 The pictures in Part 3 *are / are not* on the same theme as the pictures in Part 2.
2 Part 3 *is / is not* more like a conversation than Part 2.
3 It *is / is not* important that you come to a decision in Part 3.
4 You *should / should not* invite the interlocutor to give their opinion in Part 3.
5 It *is / is not* important that you and your partner should agree in Part 3.
6 The questions that you have to answer in Part 3 *are / are not* written above the pictures.

Part 4

Review

Choose words from the box to complete the paragraph about Speaking Part 4.

develop	discussion	interlocutor	explain
opinion	part	topic	way

In Part 4 you will continue your **(1)** ..... of the **(2)** ..... that was the focus of Part 3. The **(3)** ..... will ask you some further questions to **(4)** ..... this theme further. You are likely to be asked to give your **(5)** ..... and to **(6)** ..... why you think that **(7)** ..... . The interlocutor usually takes a more prominent **(8)** ..... in this last part of the test than he or she does in Part 3.

Useful language: choosing the right words

1 Look at the pictures on page C9 and the questions above them. Think about what you would say in answer to the questions.

tapescript

2 CD 1 20 Look at how some students dealt with the task. Choose the correct alternative in italics. Then listen to the recording and check your answers.

A: Shall I start? I think they all contribute to society *but / and* in very different *manners / ways*. For example, the postman does a great job in helping people to communicate with each other. *Do you / Are you* agree?

B: Well, up to a *bit / point*. I mostly keep in touch with people by text or email these days and most of *that / what* the postman brings me is junk mail.

A: Well, yes, they certainly bring me loads of stuff that *goes / lies* straight in the bin but there are other things like wedding invitations, birthday cards, holiday postcards that people still *tend / mean* to send in the post.

B: OK, *fair / good* enough. So what do you *believe / think* about fashion models? I can't help *wondering / thinking* whether they actually contribute all that *many / much* to society.

3 Work in pairs if possible. Choose two of the jobs in the pictures and discuss them with your partner considering, a) how much they each contribute to society and, b) how stressful they each are. Try to use some of the correct expressions from the previous exercise.

4 Work with a partner if possible. Discuss with your partner what questions the interlocutor might ask in Part 4 to extend and develop the topic of jobs. Note down three possible questions.

1 .....
2 .....
3 .....

tapescript

5 CD 1 21 Now listen to the recording. Write down the three questions the interlocutor actually asked.

1 .....
2 .....
3 .....

6 Work with a partner if possible and discuss both your questions and those from the recording.

Test 2 Exam practice — Speaking Parts 3 and 4

Pages 66 and 68 *Action plan*

Part 3 3 minutes (5 minutes for groups of three)

Tip! Remember that this is not a monologue. Make sure you listen to your partner and respond to what he or she says.

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on pages C10–C11.

The interlocutor will give you and your partner a set of pictures to discuss together for about three minutes. You will be asked two questions based on the pictures and you have to talk together to try and reach a decision.

Interlocutor: Now, I'd like you to talk about something together for about three minutes.

The pictures on pages C10–C11 show different aspects of life 150 years ago and now.

First, talk to each other about **how these pictures show how each of these aspects of life has changed**. Then decide **whether they have changed for the better or the worse.**

All right?

After 3 minutes Thank you.

Advice

Try to think of a way in which each aspect of life has improved and a way in which each aspect of life is not as good as it used to be.

Part 4 4 minutes (6 minutes for groups of three)

Tip! If you are asked to discuss a question together, do that. If the question is addressed to one of you, answer it alone.

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on pages C10–C11.

The interlocutor will ask some more general questions which follow on from the topic in Part 3.

Tip! Always try not just to give your opinion, but also either to give a reason for it or an example.

- Whose life do you think has most improved over the last hundred or so years – men's or women's?
- Which period in history would you most like to experience?
- Which invention of the last century do you think has had most impact on your own life?
- What do you think life would have been like for children in the past compared to now?
- In what ways do you think people's lives will be different from our own in another hundred years' time?

Interlocutor: Thank you. That is the end of the test.

Advice

If you find it hard to think of an answer to this immediately, start talking about the ways in which men's and women's lives have changed – an easier question – and then move from there towards thinking about whether the changes represent improvements.

Don't think too long about which time to choose. Think about any period that interests you and say why that time appeals to you.

Thinking about specific aspects of children's lives may help you think of things to say, e.g. leisure, school, home, holidays, …

Again thinking about specific aspects of life may help you to come up with ideas, e.g. travel, clothing, family relationships, work, living accommodation, …

You are going to read three extracts which are all concerned in some way with zoos. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Frightened flamingos

You'd think that flamingos, those beautiful pink birds, would love the colour pink. And so they usually do, of course. But two young chicks, recently born at Hempford Zoo, are behaving very differently from the rest of their species. They clearly display fear when they see pink!

The two chicks, known as Big and Small for reasons that become obvious when you see them, were born 32 days ago. Sarah Greene, their keeper, explains that zoo staff were anxious to encourage Small to eat more and so she's been using a pink hand puppet resembling an adult flamingo to do this. Unfortunately, both chicks are terrified of it.

Big and Small have grey feathers themselves and won't turn pink until they become adult, at about one year old. So, fortunately, they have no fear of each other. On birth they were fed a special formula and Big has now progressed to eating more independently. He is already 800 g to Small's 540 g.

Ms Greene says she is not in fact concerned about either Small's size or the flamingos' fears. 'It's not unusual for some birds to take much longer, up to 45 days even, to learn to eat by themselves. Once Small starts eating on his own, he'll soon put on weight. The birds are housed together so Big will be showing him what to do. And by the time their own feathers are pink, they'll be loving the colour, I'm sure.'

1 What made the birds afraid of the colour pink?

- **A** an adult bird
- **B** a zoo keeper's clothes
- **C** a toy they were given to play with
- **D** an unusual method of helping them feed

2 What does Ms Green think will solve the problem of the birds' fear?

- **A** housing the birds together
- **B** their increasing maturity
- **C** watching other birds
- **D** a change in diet

The wrong way to zoo it

First, a confession: I don't like zoos. For more than 30 years I've been directing and planning them; thinking, researching and writing about them; pleading for them to try to meet their potential. It has often been like pushing water up a rope.

Nonetheless, I believe we need zoos. Just not the typical zoos we have today. As modern life is increasingly separated from contact with the natural world, our need for good zoos becomes more urgent. We need zoos that can create a greater sense of compassion in the community, a stronger commitment to care, a fuller understanding of our place in nature.

A handful of the world's zoos are committed to these goals. Most, however, lack intellectual or scientific leadership, have no useful philosophy, refuse fundamental change and focus principally on attendance figures.

What is most needed are better attitudes. The first and most important would be to put the needs of the animals above all others, using nature as the yardstick to assess their quality of life, rather than just zoo standards, which have never been enough.

For example, as greater knowledge emerges about wild elephants and their extraordinary social, psychological, behavioural and emotional complexity, more wildlife scientists are declaring that urban zoos cannot provide satisfactory conditions for these beings. Several progressive US zoos have agreed and have closed or are phasing out their elephant exhibits. But the majority of zoos have responded defensively, saying the scientists understand only wild elephants, not zoo elephants, as if they were different species.

3 What does the writer mean by his 'pushing water up a rope' comparison?

- **A** It has taken him a long time to complete his work on zoos.
- **B** It is hard for him to do his work when he doesn't actually like zoos.
- **C** It is an exciting challenge to show zoos how to meet their potential.
- **D** It feels impossible to persuade zoos to change in the way he wishes.

4 How have most zoos reacted to recent discoveries about elephants?

- **A** They have decided to keep fewer elephants in captivity.
- **B** They are making a greater contribution to research themselves.
- **C** They are sceptical about the claims which scientists have made.
- **D** They have asked scientists to produce evidence about other species.

Zoo design

Landscape immersion, which is a type of design intended to "immerse" the visitor in the same natural habitat as the animal, effectively began with the Woodland Park Zoo's gorilla exhibit in Seattle, USA. We now spend massive amounts of resources re-creating "natural" places and cultural phenomena, in an effort to connect people to the earth; to inspire respect of natural places. Back in 1978, this style of design was fresh, new, innovative, revolutionary; over thirty years later, the style has become so a part of zoo culture that any exhibit not designed in this manner is questioned for its validity and chances of success. However, should landscape immersion continue to be our design standard? How do we push to the next step beyond landscape immersion?

Landscape immersion does not generate longer experiences, as commonly believed. This can easily be shown true by simply observing visitor behavior at exhibits. After studying visitor length-of-stay time at viewing areas, little to no difference can be observed between the old, concrete moated tiger exhibit at Philadelphia Zoo and the landscape and cultural immersion tiger exhibit at Disney's Animal Kingdom. The average maximum stay time of 90 seconds has been consistently shown through observations at other exhibits as well, including the gorilla exhibit and striped antelope exhibit at Cincinnati Zoo, and the polar bear exhibits at Detroit Zoo and Louisville Zoo. Despite renovations and millions of dollars spent on landscape, rockwork, and specialist design, the most we can expect of our visitors is a minute and a half.

5 The writer puts the word 'natural' in inverted commas in line 5 in order to emphasise that

- **A** zoos aim to create totally natural environments.
- **B** habitats in zoos vary considerably from one place to another.
- **C** zoos do a great deal of research into animal habitats.
- **D** the animals' living areas are actually man-made.

6 Which of these would be the best heading for the second paragraph?

- **A** Surprising lack of variety in American zoos
- **B** Vast spending on zoos fails to impress public
- **C** Modern zoo design shows major improvements
- **D** Landscape immersion for increasing numbers of animals

Test 3 Reading Part 2 ANSWERS

You are going to read an extract from a magazine article about running. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (**7–12**). There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet.**

Getting a head start

Journalist and keen amateur runner Adharanand Finn travels to Kenya to join some of the world's best runners as they train.

There's a quiet knock on my door. I roll over and look at the time on my phone. 4:40 am. I swing my legs out of the bed. I haven't slept that well. The bed was comfortable enough, but I was missing my pillow. I ended up wrapping my towel in a sheet, but it wasn't quite the same.

7 [ ]

I'm spending two days in an elite training camp here in Kenya. The best of the country's athletes usually live and train in camps like this one. We leave through the gate just before 5 am and walk under the stars to the main road. Athletes stand around in the shadows not speaking while we wait for a bus to come for us.

8 [ ]

Just before 6 am the bus stops on a lonely dirt road in the middle of nowhere. We stand around like early morning workers about to start a shift. A thin, sickle moon hangs in the sky as an orange glow starts to seep in from the east. It's a beautiful, still morning.

9 [ ]

That is just what I need too. The coaches agree and I run over to join them. A few seconds later we're running, gently at first. Kenyans are brilliant at slowly cranking up the pace on long runs so you almost don't notice you're getting faster. We keep going, without speaking, our feet pat patting, the miles passing as the day rises into the sky.

10 [ ]

Behind me I hear the motor of the bus. As it passes me the side door slides open. The coach grins at me. "You want a ride?" he asks. It's a beautiful idea. I leap in through the door and sit down on a long empty seat. "You know," he says, "It is very high up here." He's giving me an excuse, which is generous of him.

11 [ ]

Once we're all back at the camp, the athletes are in chirpy spirits. The day's work is done. All that is left now is to rest. Tea is served by the cook, but hardly anybody eats anything. For those who are hungry, like me, there are slices of dry, white bread.

12 [ ]

Yet some of these athletes are wealthy men. A row of large, shiny 4x4 cars are parked just inside the gate like a dealer's showroom. They all own houses and farms elsewhere, often more than one. But they choose to live an almost monastic life here, with running their daily practice. There is a belief that those who choose to train at home and live a more normal life, will lose their edge. And with so much competition in this one tiny corner of the world, edge is something that once lost, is hard to get back.

A Eventually it pulls up and the door opens. Sleepy faces peer back at us. It is already full and there are about ten of us waiting outside. Somehow we all squeeze in, with people sitting on each others' laps, or standing bent over, heads squashed against the ceiling. I manage to get a window seat and peer out at the passing verge as the driver cranks up the skipping Kalenjin music. Nobody speaks.

B However, the offer of a lift was for his benefit too and was more of a command than a question. The support bus has to keep moving from the back of the group to the front, handing out drinks, giving out times and offering encouragement. The further behind I get, the harder that is to do. But it's OK, I've done enough. In fact, I'm exhausted.

C A young man of barely 20 with a big smile asks me how far I will run. Most of the runners are planning to run 38km, which is almost a marathon. The bus will follow us handing out water and giving us our time splits every 5km.

D It's still dark outside, so I switch on the harsh strip light. A small, bare room. My clothes piled on a white plastic chair. My trainers on the floor. I sit on the edge of the bed for a moment, trying to wake up, but it's cold so I start to get dressed. In ten minutes we have to leave.

E At about 17km the men come past us. First the sound of rushing feet, like something sprinting up from behind. Then they go by, their stride strong, their shoulders leaning forward, little puffs of dust kicked up by their feet. The women are getting away from me now too.

F The camp is a strange mix of frugality and wealth. As well as washing their own clothes and shoes in buckets of water, the athletes sleep in small rooms and sit on the floor or on plastic garden chairs. After the run I ask where the showers are. I'm pointed to a cold tap and a pile of buckets.

G We seem to be waiting for something, I realise. "What's going on?" I ask one of the other runners. "We're waiting for the ladies," he says, nodding over to the road where three women are standing holding their watches, getting some last-minute instructions from the two coaches. "They get a 10 minute head start."

Test 3 Reading Part 3 ANSWERS

You are going to read a magazine article about a rower. For questions **13–19**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

Roz Savage – Rower and Campaigner

Kim Hampton keeps YachtPals readers up-to-date with news of rowing star Roz Savage.

We're happy to report that Roz Savage is back on the water, on the third and final stage of her epic and historic journey across the Pacific from California to Australia. The office worker turned environmental-advocate-rower still has a long way to go, but ever since her first leg – where she had considerable problems getting enough drinking water, and yet, to the astonishment of those who don't know her, waved off anyone going out of their way to assist – we've had surprisingly little doubt that Roz will make it. It's funny, because even after all these miles, Roz tells *YachtPals* that she still really doesn't enjoy rowing; in fact she virtually cringes at the mention of the word.

If you don't know who Roz Savage is, maybe you should. Perhaps you've seen the abandoned drift nets offshore, or remote and formerly pristine beaches covered in garbage, or heard of the Pacific Garbage Patch, and thought "Why isn't somebody doing something about this?" Well, there are those trying, trying to get others who are so unlucky as to be trapped on dry land to pay attention to the fact that there's a problem out there – beyond the sight of land. One of the most devoted, tireless and effective at getting that message across has been Roz Savage, who has turned herself, her boat, and her amazing feat of stamina into a veritable one-woman bandwagon for the planet, or more accurately: for the people on it.

After the first leg of her journey (which she dedicated to ocean pollution), she met a good portion of the who's who list from the environmental movement, and did her best to make sure the issue of plastic pollution would not go unnoticed. After leg two (dedicated to climate change), she was asked to attend some extremely high profile events – including the most recent Summit on climate change – and not just as a participant, but as a speaker. As it turns out, it seems that Roz has got fans and supporters across a fairly broad political spectrum (with a few notable exceptions). She may have started out preaching to the choir, but now she's got the attention of the whole congregation, and then some.

Of course, the cause *YachtPals* is most supportive of is the reduction of ocean pollution, which isn't political. Offshore drilling and global warming legislation can all be argued over by political parties and by different countries along well-worn lines, but it's hardly likely that you'll find anyone who says they're pro-litter. It is both a progressive and a conservative principle to use less – which is the primary advice given by Roz, and her international supporters who are metaphorically (and sometimes literally) jumping up and down, saying: "Look here!" about the plastic pollution that has spread over large portions of the Oceans. That's the message: just use less.

Nobody likes the extra packaging anyway. Things that once came in a small cardboard box are now blister-packed to the point of frustrating absurdity. We've made a lot of great progress in the last three decades, but one of the mistakes has been to take the attitude that we could create and then discard something without limit. It's not like we all didn't know that. All you have to do is remember your grandparents or others who lived through the Depression as you try to explain how it's OK to discard all of the things the way we do in today's society.

Roz Savage has an army of loyal fans who call themselves the "Rozlings," and who will likely make sure that the party goes on for some time after her arrival. Much of her travel accommodation involves couch surfing and house-sitting situations arranged by the Rozlings, who seem to be spread around the globe. They seem always eager to help out the vibrant and voluntarily homeless Brit, and maybe that's because her message strikes a chord with so many. See, Roz doesn't say she's out to save the planet. Rather, she's out to save us – the people. As Roz says (and most scientists agree), the planet will survive just fine in the long run, the question is: In a thousand years, will humans still be here to enjoy it?

So as you go about your life over the next few months, try to take a moment now and then to think about that poor woman out in the Pacific, counting every wretched pull on her oars, who asks only that you consider taking one simple measure to safeguard future generations – like using less disposable plastic. That's the message Roz Savage wanted us to pass along, and her only request. Well, that, and should any yachts or ships be transiting the area in the coming months, she'd love it if you'd swing by for a visit.

13 In the first paragraph the writer expresses surprise that Roz Savage

A refused help that was willingly offered.
B claims that she takes little pleasure in her sport.
C seems likely to achieve her goal of rowing the Pacific.
D gave up a good job to devote herself to rowing.

14 The writer repeats the word *trying* in the second paragraph in order to

A stress that Roz's environmental goals are unlikely to be achieved.
B emphasise that it will take a long time for everyone to know about the issue.
C imply that Roz has to repeat her message many times.
D suggest how hard people have to work to get others to listen.

15 What is the main point that the writer is making in the third paragraph?

A Roz has changed the focus of her campaigning as her journey progressed.
B Roz has been surprised that important people are prepared to listen to her.
C Roz has become increasingly influential as an environmental campaigner.
D Roz has become a more accomplished public speaker.

16 Why does the writer say ocean pollution is not a political issue?

A Everyone agrees about what needs to be done.
B Political parties pay little attention to the issue.
C The problem cannot be solved by political action.
D The problem cannot be solved by one country alone.

17 What does the writer say that thinking of their grandparents will encourage people to do?

A give money to environmental causes
B remember their own good fortune
C use less packaging
D throw less away

18 The writer explains that Roz appeals to the Rozlings because of

A the scientific support for her views.
B her friendly personality.
C the human focus of her message.
D her obvious love of the planet.

19 In the last paragraph the writer makes a contrast between

A Roz's sense of purpose and other people's lack of involvement.
B Roz's difficult task and an easy step we could all take.
C Roz's loneliness and our own more sociable lives.
D Roz's small message and the size of the plastics pollution problem.

Test 3 Reading Part 4 ANSWERS

You are going to read an article containing reviews of computer games. For questions **20–34**, choose from the reviews (**A–E**). The reviews may be chosen more than once.

Mark your answers **on the separate answer sheet**.

About which of the games is the following stated?

The impression given by the graphics depends on the speed of your vehicle.	20	
It will keep people who like this kind of game occupied for some time.	21	
It is possible to personalise the location for the game.	22	
You can only go to some locations when you have been successful at a task.	23	
The most special thing about the game is its cross-country courses.	24	
It is an improved version of an earlier game.	25	
It's an easy game to learn.	26	
You need to use skill to avoid an accident.	27	
Some of the details of the visual effects are not very realistic.	28	
The concept does not sound very exciting.	29	
What you have to achieve varies depending on the options you choose.	30	
It has recreated some real places.	31	
You can design your own vehicles.	32	
The supporting material is inadequate.	33	
You can choose the angle from which you see the action.	34	

The Latest Computer Games

Read our reviews of this week's game releases.

A Last year's *Motor Racers* left me feeling a little underwhelmed. After the impressive heights of their earlier Formula One game, which it replaced, the lesser-powered vehicles and disappointing graphics felt like a bit of a step back for the developers. But this year's update has added a considerable amount of extra content. You can choose to control more or less any type of car that you wish. The driving model is solid, letting the player experience what it's really like to drive round most of the world's most famous racing tracks. That includes practice laps and men at the side of the track waving flags to alert you of crashes up ahead. There are half a dozen new tracks to choose from. Noodsberg is perhaps the best addition, offering some picturesque street racing action. The graphics have generally improved but there's still something lacking. The cars throw really unnatural shadows and when I got a puncture, the car just sunk into the ground on that side, rather than the tyre being deflated.

B Many people might imagine that rail simulators are dull. Might you even think the idea of recreating a largely event-free one-dimensional journey is absurd? Well, they've actually made a game just like that. Your first hour in *Rail Game* might run like this: you jump in, expecting an in-game tutorial, and utterly fail to move anything. So, after 20 minutes of turning your wipers on and off, you're forced into reading the manual. And that's the biggest disappointment. It tells you how to get moving, but when it comes to the expert controls on a steam engine, the game and the manual assume you already know quite a lot about locomotive operation. When on earth should I 'inject water', eh? I don't drive steam trains for a living. However, I persevered and once I eventually got more or less to grips with it, I decided I actually quite liked *Rail Game*. I took a simple pleasure, for example, in constructing a track running around my own name. It's an inexplicably satisfying and therapeutic experience.

C *Rally Rider* takes a different approach to the racing genre by abandoning smooth roads and sports cars in favour of heavy suspensions and cross-country courses. The game stands out because of its tracks; it offers six very different ones each with enough bumps and turns to make cars spin like they're in a washing machine. These courses are unfriendly enough, but when they're being approached at speeds nearing 150 kph they're downright dangerous. Going too fast when hitting a hill or even just going into a bump at the wrong angle is likely to send a car flying into the air, and possibly onto its roof. It means the game has to be played with care because screaming round corners at full speed will cause a time-consuming crash. Looks-wise the game is a mixed bag. Tracks look good on the move, but as soon as the action slows down or stops and a closer inspection is taken, the surroundings start to look like you're travelling through a rather simply drawn child's picture book.

D *Star Travel* is set in the distant future, when humans start to explore and colonise space. Inevitably, mankind stumbles across alien races and rather than everyone trying to get to know each other in a friendly, civilised fashion, war breaks out. There are 30 pre-set campaigns to choose from, each with its own goals and problems. There are also 16 races which you can select. In order to succeed in any campaign, you must not only defend the star systems under your rule, but expand to the other ones as well. One of this game's best features is that you can construct ships to your own specifications, which adds an extra element to your strategy. For example, against some enemies, you'll need to concentrate on building a few highly powerful ships, instead of trying to outman them. On the whole, it's an amusing if uninspired strategy game, and if you're a fan of the genre, it should provide you with several weeks of entertainment.

E *Wonder Racer* succeeds in bringing the body-breaking speed of time-trial biking to the PC, but its difficulty may leave you shaking. The approach is simple and unsophisticated. There are only three controls, far fewer than in many other modern games. Players start by selecting one of sixteen riders, from a set of teams. There are ten tracks, of which three are available at the outset. Only by scoring gold in both classes on all of these can you gain access to the next three, and so on. The courses are a fictitious mix of country lanes, exotic beaches and snowy mountain passes. The 3D is excellent in its speed, smoothness, and level of detail. A selection of viewpoints, including a breakneck 'biker's eye view' are offered. This game will push your skills and patience to the limit.

Test 3 PAPER 2 Writing (1 hour and 30 minutes) Part 1 ANSWERS

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

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1 The college where you are studying wants to find a new caterer to provide services in the students' café. The college principal has asked you, as a student representative, to consider Jacksons and Starfoods, two catering companies which have outlined what they would be prepared to offer the college.

Read the information about the two catering companies, on which you have made some notes. Then, **using the information appropriately**, write a proposal for the college principal. Your proposal should briefly compare the two caterers. It should then recommend one of these, explaining why you find it preferable.

Possibility 1 – Jacksons

Snacks and drinks 7am–10pm — good opening hours

Hot food 12–2pm

Competitive prices — yes, but ...

International menus — look excellent

Possibility 2 – Starfoods

Hot food, snacks and drinks 8am–8pm

good! — Eat in café or takeaway

great! — Part-time work opportunities for students

cheaper too — Varied menus

Now write your **proposal** to the college principal, as outlined above. You should use your own words as far as possible.

Test 3 Writing Part 2 ANSWERS

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **220–260** words in an appropriate style.

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2 This is part of a letter you have received from an English-speaking friend.

> *We've been doing a college project on attitudes towards climate change in different countries. How important an issue do people in your country think climate change is? What impact might climate change have on your country and what do you think your government should do to help combat the problems of climate change? Please help with my project by answering these questions.*

Write your **letter**.

3 In class you have been discussing the value of higher education. Your teacher has asked you to write an essay saying if you agree with the following opinion:

> *Higher education should be available to everyone who wants it and it should be paid for by the state.*

Write your **essay**.

4 You see this announcement in an international magazine.

> **Coincidences**
>
> Has a remarkable coincidence ever happened to you or to someone you know? We are planning a special issue on the topic of coincidence. Write a contribution describing what happened and explaining how it was especially remarkable. You should also comment on what effect this coincidence had on the person or people involved.
>
> The best contributions will be included in our next issue.

Write your **contribution**.

5 *Note that the following questions are designed to give you practice answering a question on any set text. In the actual exam each of the questions will be clearly related to one specific text only.*

(a) Your English class teacher has asked students to write a proposal putting forward a text to be used in next year's class. You decide to write a proposal for *Text X*. Your proposal should explain why the text is particularly appropriate for language class use.

Write your **proposal**.

(b) In class you have been discussing which kinds of stories are preferred by male and which by female readers. Your teacher has now asked you to write an essay discussing *Text Y* and explaining whether it is more suitable for either gender, giving reasons for your opinion.

Write your **essay**.

Test 3 PAPER 3 Use of English (1 hour) Part 1 ANSWERS

For questions **1–12**, read the text below and decide which answer (**A, B, C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** involved **B** shaped **C** modelled **D** painted

Answer: 0 A B C D

Ireland

A damp island on the fringes of the North Atlantic, Ireland has always been **(0)** ..... by the elements. How its wild inhabitants got there is the subject of **(1)** ..... debate. Why, for example, does the island have species, such as spotted slugs, that are **(2)** ..... from Britain but found in northern Spain and Portugal?

The **(3)** ..... that the island's wildlife is not merely a subset of that of the British Isles is intriguing, and, when added to the cultural landscape and weather-beaten coasts, makes it a uniquely attractive **(4)** ..... . Memorable experiences are at the visitor's **(5)** ..... . For instance, commuters on Dublin's urban rail system regularly catch a **(6)** ..... of seals, porpoises and bottlenose dolphins.

While Ireland is small, there are endless nooks and crannies waiting to be explored, and many surprises **(7)** ..... in wait. Here, for example, is my **(8)** ..... of the top wildlife hotspots. Vast **(9)** ..... of uninhabited bog define the Donegal uplands. Remote and forbidding, this is a landscape of resilience in the **(10)** ..... of isolation. At its heart is Glenveagh National Park, where nearly ten years ago the skies began to resound once again to the **(11)** ..... of golden eagles. The species was **(12)** ..... to the Park from Scotland after not having been seen in the area for more than a century.

1	**A** living	**B** alive	**C** lively	**D** live
2	**A** vacant	**B** absent	**C** removed	**D** away
3	**A** fact	**B** issue	**C** thing	**D** topic
4	**A** objective	**B** destination	**C** target	**D** venue
5	**A** kneecaps	**B** eyebrows	**C** toenails	**D** fingertips
6	**A** glance	**B** sight	**C** glimpse	**D** view
7	**A** lie	**B** stay	**C** get	**D** stand
8	**A** lot	**B** pick	**C** turn	**D** take
9	**A** extensions	**B** grounds	**C** expanses	**D** exteriors
10	**A** wake	**B** face	**C** field	**D** case
11	**A** cries	**B** cheers	**C** clucks	**D** chatter
12	**A** revitalised	**B** revived	**C** rediscovered	**D** reintroduced

Test 3 Use of English Part 2 ANSWERS

For questions **13–27**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: 0 | B | E | T | W | E | E | N |

Ethics and Fashion

People are becoming increasingly aware of the relationship **(0)** ..... ethics and fashion. At last month's Fashion Week, for example, visitors enjoyed a large room devoted **(13)** ..... an exhibition featuring designers promoting ethical fashion. Then came the launch of GreenLuxury, a new company **(14)** ..... aim is to provide luxury that is produced in an ethically sound way. Articles about fashion are as likely to mention campaigns **(15)** ..... as "Garments Without Guilt" as exquisite fabrics and sharp cuts.

So, **(16)** ..... has given rise to this change in an area of life we might normally think **(17)** ..... as being millions of miles away from the world of politics? The argument goes that **(18)** ..... idea of buying 'disposable clothes' that we only wear a **(19)** ..... times before relegating to the back of the wardrobe, clashes **(20)** ..... environmental ethics about waste and over-consumption. When the government announces that the fashion market annually produces two million tonnes of waste and uses 3.1 million tonnes of CO_2, we know that fashion is **(21)** ..... dragged into the green discourse **(22)** ..... it likes it or not. In fact, it seems the industry has actually embraced this approach.

(23) ..... exception, all the designers at this year's Fashion Week claimed their pieces were ethically made. The fashion industry is certainly **(24)** ..... the issue of ethics seriously, as **(25)** ..... shown by its call on the government to introduce tax breaks **(26)** ..... designers working sustainably, as **(27)** ..... as by a leading supermarket's recently announced partnership with a group of designers using recycled fabrics.

Test 3 Use of English Part 3 ANSWERS

For questions **28–37**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: 0 | D | E | A | T | H | | | | | | | | | | | | | | |

A famous photographer

The **(0)** ..... of photographer Bob Willoughby was announced earlier	**DIE**
this year. In 1953, a then relatively **(28)** ..... film actress going by the	**KNOW**
name of Audrey Hepburn arrived back in Hollywood after making the film	
Roman Holiday. After a tiring day of **(29)** ..... shots for the film that would	**PUBLIC**
earn her an Oscar, she retired to a studio car where one more photograph was	
taken to capture her elfin beauty. Now that picture is being offered up for sale in	
a limited **(30)** ..... by the estate of the man who took it – Bob Willoughby,	**EDIT**
whose candid yet **(31)** ..... images of generations of Hollywood stars	**GLAMOUR**
made him the photographer of **(32)** ..... for the big studios.	**CHOOSE**
The extent to which the **(33)** ..... charms of Hepburn retain their appeal was	**DENY**
(34) ..... last month when all 1,000 copies of a book cataloguing	**LINE**
Willoughby's pictures of the star costing £450 each and containing the **(35)**	**SIGN**
of the photographer, sold out instantly. Some prints of the star are being sold as part	
of an exhibition of Willoughby's work in Brussels, the city of Hepburn's **(36)**	**BORN**
Willoughby retired thirty years ago. **(37)** ..... perhaps, he spent most of	**SURPRISE**
his retirement not taking photographs but translating poetry.	

Test 3 Use of English Part 4 ANSWERS

For questions **38–42**, think of **one** word only which can be used appropriately in all three sentences.
Here is an example (**0**).

Example:

0 The little girl tried to ..... some flowers into the old lady's hand.

The election has been widely reported in the ..... .

I don't want to ..... you but we shall need an answer soon.

Example:	0	P	R	E	S	S													

Write **only** the missing word **IN CAPITAL LETTERS on the separate answer sheet**.

---

38 It's hard being a junior doctor as you are on ..... most weekends.

It was a tough ..... but Sally eventually decided to hand in her notice.

The owl is a bird with a very distinctive ..... .

39 I don't really ..... whether I go to the party tonight or not.

When Grandma first comes home after her operation she's going to need a lot of ..... .

Alicia always looks as if she hasn't got a ..... in the world.

40 These flowers grow best in ..... sunlight.

If we turn left here, we'll be taking the most ..... route to the station.

Some people find Val rather rude but I like her ..... manner.

41 If I don't get back by the time you leave, just ..... the key through the letterbox after you've locked the door.

If you join the diplomatic service they could ..... you to more or less any country in the world.

The boy's uncle hammered a ..... into the ground and fixed a basketball net to the top.

42 Good hygiene practices can do a great deal to ..... the spread of infection.

Can you have a look in the paper and ..... what time the film starts tonight?

The boys were both wearing red and blue ..... shirts.

Test 3 Use of English Part 5 ANSWERS

For questions **43–50**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **three** and **six** words, including the word given. Here is an example (**0**).

Example:

0 Had Penny not invited me, I wouldn't have gone there.

ONLY

I ..... me.

The gap can be filled with the words 'only went there because Penny invited', so you write:

Example:	0	ONLY WENT THERE BECAUSE PENNY INVITED

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet**.

---

43 I don't usually make such foolish mistakes.

HABIT

I'm ..... such foolish mistakes.

44 Most medical students study for their degrees until they are 25.

GRADUATE

Most medical students ..... of 25.

45 I enjoyed the view from the top of the tower despite the fact that I hate being in high places like that.

HEAD

Although I ..... I enjoyed the view from the top of the tower.

46 Of all the cities I know, there are few that are more beautiful than St Petersburg.

LOVELIEST

St Petersburg is one ..... visited.

47 I'm not sure which year saw the abolition of capital punishment in this country.

DID

I'm not sure when they ..... capital punishment in this country.

48 It's a pity Nico is so unreliable.

COUNT

I wish I ..... Nico.

49 People say that, if you run, you burn calories efficiently.

SUPPOSED

Running ..... way of burning calories.

50 France may be Flora's birthplace but she has never lived there.

BORN

Despite the ..... France, Flora has never lived there.

Test 3 PAPER 4 Listening (approximately 40 minutes) Part 1 ANSWERS

tapescript

02 You will hear three different extracts. For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear a man and a woman talking about a radio series.

1 What do the man and the woman disagree about?

A the interest of the programmes
B the appearance of the website
C the selection of the objects featured

2 What does the woman say appealed to her about the programmes?

A the quality of the interviews
B the educational nature of the series
C the insights they provided into history

Extract Two

You hear two lecturers discussing selecting students for university courses.

3 What does the woman say about her department's selection process?

A It is not as quick a process as might be desired.
B It may not enable them to select the best students.
C The hardest part of it is looking through the application forms.

4 What concerns the woman about the man's proposal?

A whether the process would be better than the current procedure
B whether the process would be popular with her colleagues
C whether the process would be secure

Extract Three

You hear two people talking about some work they are having done.

5 What kind of work is going to be carried out?

A redecoration of a room in a house
B extension to a house
C refitting a room in a house

6 What do the speakers agree about?

A It will be interesting to learn how such work is done.
B It is a relief that the work will start soon.
C It will be disruptive when the work is under way.

Test 3 Listening Part 2 ANSWERS

tapescript

CD 2 03 You will hear a young Arctic explorer called James Munro talking about his work.

For questions **7–14**, complete the sentences.

James Munro, Arctic Explorer

Last year James Munro and Greg Hamilton succeeded in crossing _____ **7** on an unsupported expedition.

James said that the only things he and Greg used to help them in their journey were _____ **8**

James's parents both worked as _____ **9**

James attributes his interest in adventure to his teenage love of _____ **10** as a sport.

The expedition which particularly inspired James was one to _____ **11** in 1995.

James admires Nansen for his breadth as he was a _____ **12** as well as an explorer and diplomat.

James believes that being able to control their _____ **13** is the most important thing for explorers.

James advises aspiring young explorers to use _____ **14** as the best way of getting sponsors.

ANSWERS

tapescript

04 You will hear part of a radio interview in which a wildlife photographer called Adam Wright talks about his life. For questions **15–20**, choose the answer (**A, B, C** or **D**) which fits best according to what you hear.

---

15 Adam says that he keeps in touch with amateur photographers because

- **A** he feels he can learn from them too.
- **B** he considers himself still an amateur at heart.
- **C** he enjoys sharing his knowledge and experience.
- **D** he remembers how he was helped by professionals.

16 Adam suggests that professional ethics for him means

- **A** using technology in a responsible way.
- **B** treating other photographers with respect.
- **C** being honest about how shots were obtained.
- **D** giving priority to the needs of the subjects.

17 What does Adam say about knowledge of wildlife?

- **A** It is as important as technical knowledge for the wildlife photographer.
- **B** There are plenty of books and articles to teach photographers all they need to know.
- **C** The best pictures result from the photographer's knowledge of wildlife.
- **D** Technical skills are now more important for the photographer than wildlife knowledge.

18 What does Adam say about his recent shoot of the birds called 'Great Crested Grebes'?

- **A** He learnt about the birds' behaviour in advance.
- **B** He made sure he wore appropriate clothing.
- **C** He went as close as possible to the birds' nests.
- **D** He ensured the birds were happy with his presence.

19 Adam explains that he was quick to embrace digital photography because

- **A** he appreciated its technical potential.
- **B** he realised it made financial sense.
- **C** the equipment was lighter when travelling.
- **D** he liked the fact that it was simple to use.

20 How does Adam feel about winning the competition?

- **A** grateful for the substantial prize money
- **B** pleased as the winning photos were special ones for him
- **C** lucky as he preferred other entries to his own
- **D** proud that his work was preferred to other entries

tapescript

05 You will hear five short extracts in which people are talking about objects which mean a lot to them.

TASK ONE

For questions **21–25**, choose from the list **A–H** where the speaker keeps the object they are talking about.

TASK TWO

For questions **26–30**, choose from the list **A–H** why this speaker values this object.

While you listen you must complete both tasks.

A	in a bedroom cupboard	Speaker 1	21	**A**	It was a present from someone special.	Speaker 1	26
B	in their desk at work			**B**	It is the work of a friend.		
C	on their living room wall	Speaker 2	22	**C**	It is worth a lot of money.	Speaker 2	27
D	in a kitchen drawer			**D**	It reminds them of their childhood.		
E	on a bookcase in their study	Speaker 3	23	**E**	It seems to bring them luck.	Speaker 3	28
F	beside their bed			**F**	It has an unusual beauty.		
G	in the hall of their flat	Speaker 4	24	**G**	It has an historic value.	Speaker 4	29
H	on a kitchen shelf	Speaker 5	25	**H**	It was given to them on a special occasion.	Speaker 5	30

Test 3 PAPER 5 Speaking (15 minutes) Part 1

Part 1 (3 minutes, 5 minutes for groups of 3)

The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.

Good morning/afternoon/evening. My name is ..... and this is my colleague, ...

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- What do you do?
- How old were you when you started learning English?
- Where do you study English?

The interlocutor will then ask you some questions about one or two other topics, for example:

- What would you say is the ideal way of spending a weekend?
- What's more important to you – being up-to-date with the news or being up-to-date with fashion?
- Would you say you're the sort of person who feels more at home in the town than the countryside?
- What would you say is the most beautiful place you've ever seen?

Test 3 Speaking Part 2

Part 2 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor, one is Candidate A and one is Candidate B. The interlocutor should lead the task using the script below. Refer to the pictures on pages C12–C13.

The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(*Candidate A*), it's your turn first. Here are your pictures. They show **people giving and receiving advice**.

I'd like you to compare two of the pictures and say **why the person might need advice and what advice the other person might be giving**.

All right?



.....

After 1 minute Thank you.

(*Candidate B*), **which of these people do you think will be most grateful for the advice? Why?**



.....

After approximately 30 seconds Thank you.

Now, (*Candidate B*), here are your pictures. They show **people who are apologising for something**.

I'd like you to compare two of the pictures and say **why the people might feel they need to apologise and what might have led to this situation**.

All right?



.....

After 1 minute Thank you.

(*Candidate A*), **which of these people do you think is in the most difficult situation? Why?**



.....

After approximately 30 seconds Thank you.

Test 3 Speaking Parts 3 and 4

Part 3

3 minutes (5 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on pages C14–C15.

The interlocutor will give you and your partner a set of pictures to discuss together for about three minutes. You will be asked two questions based on the pictures and you have to talk together to try and reach a decision.

Interlocutor: Now, I'd like you to talk about something together for about three minutes.

The pictures on pages C14–C15 show people making different decisions.

First, talk to each other about **why the people need to be making these decisions.** Then decide **what the people might be taking into consideration as they make their decisions.**

All right?



.....

After 3 minutes Thank you.

Part 4

4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on pages C14–C15.

The interlocutor will ask some more general questions which follow on from the topic in Part 3.

- How important is it to think for a long time before coming to a decision?
- What factors do governments have to take into account when making decisions affecting a whole country?
- Do you think that parents should help their children make important decisions – even when the children are grown-up?
- Do you believe that people really have free will when it comes to making decisions – or are we influenced by factors we're unaware of?
- What sorts of people is it useful to take advice from when making important decisions and why?

Interlocutor: Thank you. That is the end of the test.

You are going to read three extracts which are all concerned in some way with entertainment. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Media Literacy

The Three Stages of Media Literacy

"Media literacy" is a term covering a three-stage process that leads to full media empowerment.

The first stage is simply becoming aware of the importance of managing one's media "diet" – that is, making choices and reducing the time spent with television, videos, electronic games, films and various print media forms.

The second stage is learning specific skills of critical viewing – learning to analyse and question what is on the screen, how it is constructed and what may have been left out. Skills of critical viewing are best learned through inquiry-based classes or interactive group activities, as well as from creating and producing one's own media messages.

The third stage goes beyond what is on the screen to explore deeper issues. Who produces the media we experience – and for what purpose? Who profits? Who loses? And who decides? This stage of social, political and economic analysis looks at how everyone in society makes meaning from our media experiences, and how the mass media drive our global consumer economy. This inquiry can sometimes set the stage for various attempts to challenge or alter public policies or corporate practices.

Although television and electronic media may seem to present the most compelling reasons for promoting media literacy education in contemporary society, the principles and practices of media literacy education are applicable to all media – from television to T-shirts, from billboards to the Internet.

1 What point does the writer make about media literacy?

- **A** TV and the Internet are the main media that people need to be educated about.
- **B** The ultimate aim of media literacy is to influence public or business policies.
- **C** Education in media literacy is important for both personal and social reasons.
- **D** As children become older, media literacy classes can deal with abstract topics.

2 What does the writer say about 'critical viewing'?

- **A** It needs to be taught in formal lessons.
- **B** It involves an awareness of what constitutes a good performance.
- **C** It is more effectively learnt by making programmes than by watching them.
- **D** It needs to consider what is omitted as well as what is included.

New Face on Walk of Fame

Gwyneth Paltrow found it "overwhelming" to be given a star on the Walk of Fame, the area of Hollywood where there are stars in the pavement each commemorating an actor considered particularly important to the movie industry of the town.

The 38-year-old actress, who has children Apple, six, and Moses, four, with husband Chris Martin, was given the honour in Los Angeles yesterday and admitted she was struggling to keep her emotions in check.

She said: "I'm proud my grandchildren can one day come and see my name on the sidewalk.

"I think I am going to get in the car and burst into tears. It just means so much to me to see all the people that I really love, and who have been supportive of me forever. I feel so honoured I can't believe it."

Paying tribute to the blonde beauty, Shana Feste, who directed Gwyneth's latest movie *Country Strong* told guests at the ceremony that the actress is like a "strange alien created to perform".

Feste added: "You could be having the most mundane conversation about the weather, and she hears the word 'action', and she would deliver the most nuanced, layered, heartbreakingly beautiful scene and look at you like she just tied her shoe."

3 How did the actress say she felt about getting her name on the Hollywood Walk of Fame?

- **A** happy to receive such recognition at a relatively young age
- **B** surprised to be honoured in a way she had not expected
- **C** moved at receiving a lasting tribute to her work
- **D** grateful to the people who had supported her nomination

4 Feste admires Paltrow because the actress

- **A** is friendly as well as talented.
- **B** makes amazing acting appear easy.
- **C** understands exactly what the director wants.
- **D** has an unusually versatile talent.

From a Theatre Critic's Blog

Stuck in London, unable to fly to New York because of weather, a taste of New York came to me this week in the form of *End of the Rainbow* – the show about the last London days and nights of the singer Judy Garland.

Is it a show or a play? It's a good, well-crafted script peppered with Garland's trademark songs which are skilfully woven into the drama, rather than the drama woven around them. Sometimes just a few lines are sung with her pianist in her hotel room; other times just a snatch of a song is wept into melody as she sits alone in the same room; sometimes a whole song is accompanied by the terrific band, only revealed when the set's windows on to the street slide up. The script was tight and the staging was clever and economical, but nevertheless I felt that without Tracie Bennett it could all have felt slightly contrived. But *with* Tracie Bennett ...

It would be a cliché to say that during this evening at the Trafalgar Theatre Tracie Bennett *was* Judy Garland; but such was the perfection of her body language, the swift shuttle from monster-ego to vulnerable child, and her singing of the songs, that the cliché is apt and worth risking.

5 Which words could replace the dots (...) in line 15?

- **A** it felt very contrived
- **B** it was more of a cliché
- **C** it could have been perfect
- **D** it was just right

6 What does the writer say about the show?

- **A** It was well-written, well-staged and well-acted.
- **B** The music was the principal reason why it worked so well.
- **C** She was glad her flight was cancelled so she could see it.
- **D** The plot was cleverly built around Garland's famous songs.

Test 4 Reading Part 2 ANSWERS

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (**7–12**). There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet**.

Two Journalists and the Butterflies of Britain

Independent journalist Michael McCarthy reports on a new book about butterflies which has made a remarkable impression on him.

It's not often that you're brought up with a start, right at the beginning of a book, but here's an insight from the first page of a new volume on butterflies which did that for me. "For most of us," writes the author, "butterflies are bound up with childhood."

7 ____

That was certainly the case with me, in a hot August long ago, when I was seven and my brother was nine, and we had been sent to live with an aunt and uncle as my mother was ill and my father was abroad.

8 ____

Every morning when I was let out to play I would run up to it and gaze up at these dazzling creatures and long for them, and perhaps because of the time in my life when they appeared, something in me has longed for them ever since.

9 ____

Early last year, Patrick, now a feature writer on a well-known daily paper, decided to bring his own enthusiasm to a climax by seeing every species of British butterfly in a single summer, and his book, *The Butterfly Isles*, is the narrative of this undertaking.

10 ____

We were aware of each other's activities, but we never actually met, although we saw several species in exactly the same place. Reading his book I realised how close our paths came to crossing: I saw the large blue, for example, at Green Down in Somerset on 15 June, and he saw it at Green Down on 16 June; and I saw the Lulworth skipper at Lulworth Cove in Dorset on 23 July and, once again, he saw it in the same place the following day.

11 ____

His account of all these is beautifully written and enormously entertaining, full of curious pieces of butterfly lore; I for one certainly did not know that you can tell the sex of a small tortoiseshell by tossing a stick gently in its general direction – if it's a male, it will rise up to attack the stick. (Patrick calls it "the playful dog of the butterfly world.")

12 ____

For this, the influence of his father, an ecologist, is responsible: the enthusiasm he inspired in his son proves stronger than mere fashion or peer-group pressure. But it becomes clear as the story unfolds that he gave Patrick much more than just his passion for butterflies; ultimately, the book is about that: it is a splendid and accomplished account of all of Britain's butterflies, but it touches something deeper as it is a tribute from a son to his father, thanking him from the heart for a very special childhood.

A And here's an extraordinary thing. At the same time as Patrick was doing it, so was I. The chances of two journalists deciding, simultaneously but entirely independently, to pursue every British butterfly in a single summer must be infinitesimally small, but that's what happened: I wrote a series for this newspaper about my own search, and we invited readers to join in what we called 'The Great British Butterfly Hunt'.

B In the front garden two doors away was a buddleia bush, and that August it was crawling with the bright quartet of late summer British butterflies – the red admiral, the small tortoiseshell, the peacock and the painted lady; glittering in their colours.

C I have known since I was a small child, in a way you can think just plain silly, that butterflies will always have significance in my life.

D But it is more personal aspects of his search which give depth to the book, such as his personal struggle between wanting to be Cool and wanting to pursue butterflies, which he worries is extremely Uncool, certainly for someone of his generation. Eventually the butterfly-desire wins out, even to the extent of bringing himself to use binoculars and risk the ultimate horror of Looking Like A Nerd.

E The new book's author, Patrick Barkham, encountered his butterflies at a similar time in his life but his attraction to them was founded not in the absence of parents but in their presence: he inherited his father's love for them. Maybe "inherited" is the wrong word, as it was not something passed on in the genes, but rather by his father's enthusiasm, companionship and friendship for his small son, who accompanied him on butterflying expeditions.

F I felt the shock of recognition in reading that, and even more in the sentence that followed: "Many of our earliest and most vivid memories of a garden, a park or flower will feature a butterfly, and perhaps, our little hand trying to close around it."

G We eventually met not long ago and laughed about it ("it feels like we spent last summer in a parallel world," he said) and as you might imagine, I was fascinated by his account in *The Butterfly Isles*. He did better than I did, for although we both managed to see in one summer all 58 species which breed regularly in Great Britain, he went over to Ulster to see the one which makes the total 59 for the United Kingdom as a whole.

Test 4 Reading Part 3 ANSWERS

You are going to read a magazine article. For questions **13–19**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Mary McCartney, Photographer

Roya Nikkhah interviews the photographer daughter of famous pop star Paul McCartney.

Mary McCartney literally started life in front of the camera. The firstborn child of pop musician Paul and his photographer wife Linda was introduced to the world when a baby. Mary appeared peeking out from inside her father's jacket on the cover of his first solo album, *McCartney*, in 1970. But since then, she has, in her own words, 'used the camera to hide behind' and, surprisingly for the daughter of a Beatle, is far more comfortable putting others in the limelight than standing in it herself. For the child of a pop legend, her unstarry approach is arresting – no sooner am I up the stairs to her studio, than she rushes down them to make me tea. 'I like blending into the background,' she says on her return, holding out my mug. 'It's my job. Though I can be quite noisy and direct sometimes. I think the book shows my character – it has more reflective, quiet moments and then some in-your-face bits. That's me.'

We meet in her large, airy studio in north London, where McCartney is flicking through her new book, *From Where I Stand*, a retrospective of her work from the past 15 years. It is exactly as she just described it – a collection of intimate personal photographs of her family and friends, together with bolder, sometimes surprising portraits of celebrities and lesser-known sitters. What is striking about all the images is their naturalness. There is minimal lighting and little of the high gloss associated with other leading portrait photographers.

The artist Sir Peter Blake, a close family friend of the McCartneys, told me recently about a project he and Mary worked on for the charity Sport Relief, which involved her photographing the boxer Ricky Hatton for a portrait that Blake would paint from. 'We turned up there in this gym on the Harrow Road, all big boxers, an almost hostile environment, and Mary just got to it, so quietly, no fuss, figuring out who did what. Within minutes they were eating out of her hand. It was just like watching her mother at work.'

McCartney smiles when recalling the shoot. 'He [Hatton] didn't even turn up for the first day because I think his football team had lost the night before, and at the gym they were like: "Um, he's not very well." Then next day it was like, will he turn up? It became a little adventure. But I love those situations – you can't go in and take over.'

McCartney has spoken of her regret that her mother's work hasn't attracted more attention. 'The thing about her is that she never blew her own trumpet and hence was pigeonholed as a celebrity who dabbled in photography, which isn't how it was at all,' she has said. 'The McCartney name made it possible for people to miss, or ignore, just how good she consistently was.'

I wonder if the fear of being similarly pigeonholed made McCartney reticent to embark on photography as a career in the mid-Nineties, which followed a stint working as a researcher in a music-publishing company? 'It took me a while to get the confidence to do it as a career,' she says. 'Obviously my name would open a door or two, but people won't just book you because of your name, so in a way it's even more embarrassing, because if people meet me and then nobody wants to book me, that would be really humiliating. So I had to make sure I was OK before I stepped into it.'

While McCartney frequently shoots catwalk shows and campaigns for fashion's biggest names, Chrissie Hynde, the singer and close friend, describes her thus: 'I think you could say, at the expense of possibly losing her a job or two, that Mary is the opposite of a fashion photographer.' It is clearly meant as a compliment, but what does Hynde mean? McCartney explains that she just isn't a very on-trend kind of person. It's a surprising statement from the sister of one of Britain's leading designers, but a quick glance at her outfit of striped cashmere sweater, grey skinny jeans and flat black pumps reveals it to be true. It's an understated look, with just one tiny adornment – a gold heart-shaped locket and 'M' pendant hanging from her neck.

13 In the first paragraph the writer draws attention to Mary McCartney's

A pride in her parents.
B self-effacing attitude.
C initial awkwardness.
D simple lifestyle.

14 The writer is impressed by the way Mary McCartney

A makes unusual use of lighting in her photographs.
B chooses both friends and celebrities as subjects.
C takes characteristically simple portraits.
D has included many intimate pictures in her book.

15 Sir Peter Blake's anecdote illustrates the fact that Mary McCartney

A has worked on a variety of different artistic projects.
B does a great deal of work for charitable causes.
C enjoys working with all sorts of people.
D is good at establishing friendly relationships.

16 How did Mary feel about the shoot with Sir Peter Blake?

A She enjoyed not knowing quite what to expect.
B She liked his adventurous approach to his work.
C It gave her a sense of achievement.
D It was a valuable learning experience.

17 Mary says that her mother

A put her husband and family first.
B deserves more recognition for her work.
C saw photography mainly as a hobby.
D got more exposure because of her name.

18 Mary did not start a career in photography immediately because

A she was not sure she was good enough to succeed.
B she was initially attracted to the music industry.
C she knew it was a difficult time for aspiring photographers.
D she thought her name might actually be an obstacle.

19 The writer suggests that the way Mary McCartney is dressed shows

A she dresses in a way that suits her work.
B her taste for unusual clothes.
C she has little interest in fashion.
D her enjoyment of modern fashion.

Test 4 Reading Part 4 ANSWERS

You are going to read an article containing reviews of restaurants throughout the United States.
For questions **20–34**, choose from the reviews (**A–F**). The reviews may be chosen more than once.

Mark your answers **on the separate answer sheet.**

In which review are the following stated?

The writer let someone else choose what he ate.	20	
The customers make an effort with their appearance.	21	
There are contrasting dining areas.	22	
Creative variations on a popular dish are offered.	23	
The writer would like to have eaten much more of one dish.	24	
The location is unusual for an expensive restaurant.	25	
The server was more skilled than he initially appeared.	26	
The restaurant resembles another place from the past.	27	
The food was sophisticated and surprisingly inexpensive.	28	
It is possible to watch the staff preparing the food.	29	
The food is not what you'd expect from the decor.	30	
Not all the tables can be booked in advance.	31	
It will eventually be possible to sleep there.	32	
The writer was tempted to make a noise.	33	
The decor is simple and elegant.	34	

Good Food Guide to the States

For tourists who love to visit interesting restaurants while on holiday, here is my pick of six special places which I've enjoyed in the USA.

A Flour and Water

Reservations at Flour and Water in San Francisco are tough. Lines are long — half the tables are saved for walk-ins. The music is too loud; techno the night I ate there. The servers look as though they're ready to toss aside their order pads and dance. The design appears to be inspired by the Wild West. Nothing hints at the brilliance of the dishes you will be served there. Flour and Water offers simple Italian dining in a very special way, using remarkable ingredients and providing stunning layers of flavor. San Francisco produces the most fascinating pizza toppings on earth, and these are among the most original and delicious: bone marrow, soft cheese, broccoli leaves, and fresh horseradish on one; tomato, spiced meat and olives on another. Pizza gets no better than this.

B The Tasting Kitchen

I wasn't impressed by the menu at The Tasting Kitchen, not at first. "Very confusing. I apologise," the waiter admitted. To be honest, he didn't seem all that coherent, either. When I told him I had no idea what to order, he suggested I trust the chef. I rather apprehensively said okay. Nothing to lose. That's when the experience changed. The Tasting Kitchen then began to feel like a top-class restaurant in Paris, despite the fact that its prices are actually remarkably reasonable. The food was creamy, complex, and compelling. The only break from richness was two different salads, the lettuces piled high, accented with beautifully biting vinaigrettes. The wines were exquisitely matched. That waiter suddenly transformed into a mastermind, when it came to the wine list. This meal at The Tasting Kitchen had turned out to be a masterpiece.

C Longman and Eagle

The way I heard it from my waiter, Longman and Eagle aspires to become a guesthouse. That will happen once the planned half dozen rooms are completed and ready to be made available for overnight stays. Longman and Eagle has two dining areas, wildly dissimilar. The back one looks like it was decorated by an 11-year-old with crayons. The front room, substantially more popular, has an unpainted plank ceiling, black tables, rusted industrial lamps, exposed pipes, a few plants, and no art except that found on the bodies of the customers. The food is first-class. A considerable number of dishes were triumphant, including spicy chicken wings with a blue-cheese dip, chicken-liver mousse and a sunny-side-up duck egg with truffle vinaigrette.

D Commis

Across the street from Commis is Anatoly's Men's Clothing, new suits for $99. (Not cheap enough? Take advantage of the liquidation sale.) An unlikely locale for a restaurant with such style. Commis is a block buster, a neighborhood-changer, a primal economic and cultural force. Whether or not it's embraced by locals, it has to be admired for venturing where nobody is used to paying serious prices for food. The kitchen staff works out front, behind a tiny counter, eerily silent — as is the entire restaurant. The food was perfect but so much quiet made me desperate to shatter the hush, yell out, "Hey, there's a sale at Anatoly's—anybody want to join me?"

E Menton

Menton is one of Boston's fanciest restaurants. It is cool, minimalist, all blacks, whites, and grays, not a hint of color in the dining room. The servers are so discreet they seldom talk to the table, preferring to lean in and have a conversation with each diner. The patrons are living up to the restaurant — I can't recall seeing such a nicely dressed dinner crowd in America's worst-dressed city. The food tends toward upscale French, lush and rich. The meat preparations stand out, particularly the thick, juicy slab of pheasant and the tender, barely gamy Scottish hare, presented rare. Menton is gracious, serious, luxurious, and very un-Boston.

F The Walrus and the Carpenter

You walk down a long hallway to a half-hidden door where a cheerful young maître d' seats you in a room that's joyous, lively, and oh so cramped. It's filled with diners enjoying oysters and other sea food. The Walrus and the Carpenter feels like a throwback to an earlier era of Seattle dining. It reminds me of the once wonderful Pike Place, long before it got touristy and bland. On the zinc bar are wire baskets filled with chopped ice and fresh oysters. There's so much else: including my favorite savory course: smoked trout with pickled red onions on a lentil salad studded with walnuts. The panna cotta dessert was so light I was thinking of eating a half-dozen portions, the way I ate a half-dozen oysters. In my opinion, this restaurant offers the very best food in the area.

Test 4 PAPER 2 Writing (1 hour and 30 minutes) Part 1 ANSWERS

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

---

1 You are on the committee of the English Club at the college where you are studying. The club would like to attract new members and you have decided to write an article for the college magazine.

Read the Club's programme for the coming term, on which you have made some notes. Then, **using the information appropriately**, write an article for the magazine, describing the club, outlining its programme and explaining why you think other students would benefit from joining it.

always lots to talk about, e.g. ...

College English Club Programme

Every Monday evening – film followed by discussion

Every second Wednesday – talk on topic of interest –

Every Friday evening – social evening, college café, English only!

this term some good speakers such as ...

fun because ...

Write your **article**, as outlined above. You should use your own words as far as possible.

Test 4 Writing Part 2 ANSWERS

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **220–260** words in an appropriate style.

---

2 A television company is planning to make a series of programmes about effective ways of learning languages. It has asked viewers to send in proposals, suggesting an aspect of language learning that might be featured in one of the programmes, explaining why this would be interesting for viewers and how it might help their language learning.

Write your **proposal**.

3 An English language magazine has asked readers for reviews of social networking websites to be included in a future issue. Your review should outline what one social networking website that you are familiar with can do. It should describe how you make use of the site and should explain how you feel the site could be improved.

Write your **review**.

4 The college where you are studying has asked you to write an information sheet for new students about taking on work during the holidays. Your information sheet must outline the kinds of temporary work available for students and must suggest what factors students should take into account when choosing work. It should also explain how doing such work can be of benefit to students.

Write your **information sheet**.

5 *Note that the following questions are designed to give you practice answering a question on any set text. In the actual exam each of the questions will be clearly related to one specific text only.*

(a) An international fiction magazine has asked for articles in which readers consider the importance of the setting in stories. You decide to write an article in which you discuss the setting of *Text X*. Your article should consider how the story would need to be changed in order to be set in the current year and in the place where you live.

Write your **article**.

(b) A young people's website is interested in readers' opinions of stories which aim to teach readers something as well as to entertain them. You decide to write a report on *Text Y*. Your report should consider what *Text Y* teaches its readers. You should also comment on how well you feel the balance between teaching and entertaining is achieved by the writer.

Write your **report**.

Test 4 PAPER 3 Use of English (1 hour) Part 1 ANSWERS

For questions **1–12**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.
There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** bring **B** work **C** run **D** keep

Answer:

0	A	B	C	D
				■

The value of walking

New research reveals that walking just 9.5 kilometers (six miles) a week may **(0)** ..... your brain sharper as you get older. Research published in the October 13 online issue of *Neurology* **(1)** ..... that walking may protect aging brains from growing smaller and, in **(2)** ..... , preserve memory in old age.

'Brain size shrinks in late adulthood, which can **(3)** ..... memory problems,' study author Kirk Erickson of the University of Pittsburgh said in a news release. 'Our findings should encourage further well-designed scientific **(4)** ..... of physical exercise in older adults as a very **(5)** ..... approach for preventing dementia and Alzheimer's disease.' For the study, the team asked 299 dementia-free seniors to record the **(6)** ..... they walked each week.

Four years later, the participants were tested to see if they had developed **(7)** ..... of dementia. Then after nine years had passed, scientists **(8)** ..... the participants' brains to measure size. At the four-year test, researchers discovered subjects who walked the most had **(9)** ..... their risk of developing memory problems by 50 per cent. At the nine-year checkpoint, those who walked at least 9.5 kilometers a week, had brains with a larger **(10)** ..... than those who didn't walk as much.

This is not the first study to **(11)** ..... the benefits of walking in seniors. For example, last spring, Harvard University found that women who walked regularly at a **(12)** ..... pace had an almost 40 per cent lower risk of stroke.

1	**A** informs	**B** provides	**C** suggests	**D** notifies
2	**A** result	**B** turn	**C** sequence	**D** case
3	**A** account	**B** lead	**C** set	**D** cause
4	**A** trials	**B** attempts	**C** searches	**D** courses
5	**A** indicative	**B** promising	**C** fortunate	**D** ideal
6	**A** distance	**B** length	**C** duration	**D** extent
7	**A** signals	**B** factors	**C** signs	**D** features
8	**A** skimmed	**B** scanned	**C** screened	**D** sounded
9	**A** depressed	**B** declined	**C** reduced	**D** dropped
10	**A** volume	**B** amount	**C** dimension	**D** quantity
11	**A** advertise	**B** promote	**C** respect	**D** admire
12	**A** brisk	**B** hard	**C** crisp	**D** brief

Test 4 Use of English Part 2 ANSWERS

For questions **13–27**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | O | F | | | | | | | | | | | | | | | | | |

My perfect weekend

Each week we ask a famous person to tell us about their ideal weekend. This weekend it's the turn **(0)** ..... actress, Laila Rouass.

(13) ..... would I spend the perfect weekend? Well, on Sundays I like **(14)** ..... better than to hang out in Shoreditch around Brick Lane. When I was younger I'd go there more or **(15)** ..... every weekend with my parents; we'd go to the market and have lunch from a food stall and it's still as crazy and quirky as it **(16)** ..... to be when I was a kid. I always have **(17)** ..... good look around the bric-à-brac shops. I love the second-hand furniture they sell though I **(18)** ..... ever actually buy anything.

I'm not **(19)** ..... of those people who escape to the countryside at weekends. If we went anywhere, it would **(20)** ..... to Morocco, where I spent a large part of my childhood. My parents are from there and I now own a farm near Tangiers. I love it: it's so quick and easy **(21)** ..... get to – just a three-hour flight from London and a two-hour time difference but as **(22)** ..... as you step off the plane, you're in a different world. You're in Africa and nowhere else has **(23)** ..... a lively café culture as there is in Morocco.

When I was younger I'd go out clubbing every weekend **(24)** ..... I can't remember the last time I went dancing. On the rare occasions that we do go out, it's usually to Home House, a club in London. I joined a few years **(25)** ..... because I really like the atmosphere.

But more often than not I just don't feel **(26)** ..... going out. I've got a reputation for arranging things with my girlfriends and **(27)** ..... sticking to them. They end up coming over to mine and watching a movie.

Test 4 Use of English Part 3 ANSWERS

For questions **28–37**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: 0 | P | R | E | S | E | N | C | E | | | | | | | | | | | |

The smell of New Zealand birds

New Zealand's native-bird body odour is so strong, it's alerting predators to the birds' **(0)** ..... , ongoing research shows. The smells may drive some species to **(28)** ..... . Many bird scents stem from a gland that produces waxes **(29)** ..... to keeping feathers healthy. In Europe and the Americas, birds' bodies alter this wax during the **(30)** ..... season. During this period the wax's **(31)** ..... changes in a way that reduces smells and keeps the birds' nests less **(32)** ..... by predators that use their noses to find food. Native New Zealand birds did not do this and their smells are remarkably **(33)** ..... . Scientists say they have a **(34)** ..... that New Zealand's birds may be so pungent largely because they were able to get away with it for so long. Native birds never had to mask their scents to improve their **(35)** ..... chances. But things eventually changed when rats and cats were introduced into the islands. **(36)** ..... of the nests was easy for animals with such good noses. Now many Native New Zealand birds are listed as **(37)** ..... by conservation organisations. One solution might be to put some kind of deodorant into the smelly nests in order to prevent predators finding them.	**PRESENT** **EXTINCT** **ESSENCE** **BREED** **COMPOSE** **DETECT** **PLEASE** **SUSPECT** **SURVIVE** **COVER** **THREAT**

Test 4 Use of English Part 4 ANSWERS

For questions **38–42**, think of **one** word only which can be used appropriately in all three sentences.
Here is an example (**0**).

Example:

0 Take care you don't ..... – your shoe laces are undone.

We had a wonderful ..... to my grandparents' at the weekend.

You'll love the show – the dancers look amazing as they ..... across the floor in their beautiful dresses.

Example: 0 | T | R | I | P | | | | | | | | | | | | | | | |

Write **only** the missing word **IN CAPITAL LETTERS on the separate answer sheet**.

---

38 Sandy was on very good ..... last night, entertaining everyone with stories of his travels.

Swimming is a very good ..... of exercise for all ages.

You must fill in the ..... with a black pen.

39 The tour will ..... about six hours in all.

The students had to ..... notes while the lecturer was speaking.

I think it's time to ..... a break now, don't you?

40 It's hard to spend so much time studying now but it'll pay off in the long ..... .

Poor Tina has had a ..... of bad luck recently.

I think the new manager is likely to ..... the company in a very different way.

41 I like Pete but there is a ..... side to his character.

Margot was wearing a beautiful ..... blue dress.

If I were you, I wouldn't leave the house after ..... .

42 In ..... of work, Mark is settling down very well in Melbourne.

Henry told Alex in no uncertain ..... what he thought of his work.

Under the ..... of our contract we are not allowed to have any pets in our flat.

Test 4 Use of English Part 5 ANSWERS

For questions **43–50**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **three** and **six** words, including the word given. Here is an example (**0**).

Example:

0 It didn't stop raining but Jake still enjoyed his day out.

RAIN

Despite ..... good time on his day out.

The gap can be filled with the words 'the rain Jake still had a' so you write:

Example:	**0**	THE RAIN JAKE STILL HAD A

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

---

43 What would you have done differently in my position last year?

SHOES

What would you have done differently if ..... last year?

44 Surely you should have informed him about the problem sooner?

ATTENTION

Why didn't you ..... sooner?

45 We need to decide how we're going to go to the theatre.

DECISION

We need to ..... get to the theatre.

46 Jane loves New York now but it seemed a strange place to her for several months after she moved there.

USED

It took Jane several months ..... New York.

47 It's important to defend what you believe in when others express their doubts.

STAND

You must ..... when others express doubts about them.

48 The judge told the jury that they should remember how young Smith was when considering their verdict.

ACCOUNT

The judge told the jury ..... when considering their verdict.

49 I imagine Paul missed the train he usually gets as he isn't home yet.

USUAL

Paul can't ..... or he'd be home by now.

50 What I do in my free time has got nothing to do with my boss, has it?

BUSINESS

What I do in my free time ..... , is it?

Test 4 PAPER 4 Listening (approximately 40 minutes) Part 1 ANSWERS

tapescript

06 You will hear three different extracts. For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear a man and a woman discussing an international sports event.

1 How did the woman feel when she first heard the event was planned?

A hopeful that she might be able to attend it
B concerned that she might be inconvenienced by it
C pleased about the benefits it would bring

2 Why does the latest announcement about the event upset the man?

A He feels that a lot of money has been wasted.
B He thinks that the venue may not be completed on time.
C He believes that the wrong people are in charge of organising the event.

Extract Two

You hear two students discussing a piece of group coursework they are doing.

3 What has caused the man most annoyance?

A the lack of clarity in the tutor's instructions
B the change in the deadline for submission of the work
C the amount of support he has received from his group

4 What is the woman's attitude to his problem?

A She is sympathetic to his position.
B She feels that he is exaggerating the problem.
C She thinks he will learn from the experience.

Extract Three

You hear a man and a woman discussing a film they have recently seen.

5 The speakers agree that

A the plot was convincing.
B the casting was appropriate.
C the film was thought-provoking.

6 What did the woman enjoy most about the film?

A the camerawork
B the music
C the characterisation

Test 4 Listening Part 2 ANSWERS

tapescript

07 You will hear a student talking about her favourite artist, a wood carver called Livio di Marchi.

For questions **7–14**, complete the sentences.

The wood carver, Livio di Marchi

As a child the speaker saw a piece of furniture with a hidden carving of a [ ] **7** on it.

The speaker admires wood carvers because they have more [ ] **8** than she has.

An old wooden [ ] **9** is one of di Marchi's preferred tools.

A Dream in Venice is a carving of four horses pulling an enormous [ ] **10**

Di Marchi used [ ] **11** as the material for his first carvings.

He changed to using wood because he felt it gave him more [ ] **12**

A carving of a [ ] **13** is the speaker's favourite piece.

The speaker says [ ] **14** is the best adjective to describe di Marchi's creations.

Test 4 Listening Part 3 ANSWERS

tapescript

08 You will hear part of a radio interview in which a young man, Douglas Grainger, is talking about his jam-making business. For questions **15–20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

---

15 Why did Douglas start making jams?

- **A** A teacher asked his class to make some as a homework task.
- **B** A relative persuaded him it was a good business opportunity.
- **C** He wanted to make something to sell at a school fair.
- **D** He was asked to help a busy member of his family.

16 When he left school, what was Douglas's first aim for his business?

- **A** to sell his products to a wider market
- **B** to reduce his production costs
- **C** to extend his range of products
- **D** to develop a new production process

17 Douglas's new jams are unusual because

- **A** they took him over a year to develop.
- **B** they are less sweet than competitors' jams.
- **C** they only contain natural ingredients.
- **D** they are made from a wide variety of types of fruit.

18 A manufacturing company eventually agreed to work with Douglas because

- **A** he knew one of their managers.
- **B** they were attracted by his enthusiasm.
- **C** the originality of his idea appealed to them.
- **D** they had already decided to diversify.

19 How did Douglas meet his business mentor?

- **A** Douglas and his mentor got talking by chance in a café.
- **B** A mutual friend introduced Douglas and his mentor to each other.
- **C** Douglas advertised for a mentor in a newspaper.
- **D** The mentor learnt about Douglas and made contact with him.

20 When he was in his second year at university, Douglas

- **A** decided not to complete his degree.
- **B** found he enjoyed combining business with study.
- **C** had difficulty finishing all his courses.
- **D** made up his mind to postpone the completion of his studies.

tapescript

09 You will hear five short extracts in which people are talking about leisure activities.

TASK ONE

For questions **21–25**, choose from the list (**A–H**) which activity the speaker is talking about.

TASK TWO

For questions **26–30**, choose from the list (**A–H**) what the speaker says about the activity.

While you listen you must complete both tasks.

A	table tennis	Speaker 1	21	**A**	They are increasingly involved with it.	Speaker 1	26
B	acting			**B**	They'd like to do it professionally.		
C	photography	Speaker 2	22	**C**	They get satisfaction from doing it with other people.	Speaker 2	27
D	cooking			**D**	Their partner is also an enthusiast.		
E	ice hockey	Speaker 3	23	**E**	They've got the opportunity to learn from an expert.	Speaker 3	28
F	playing in a band			**F**	They've won prizes from doing it.		
G	riding	Speaker 4	24	**G**	Mastering it gives them a sense of achievement.	Speaker 4	29
H	dancing	Speaker 5	25	**H**	Its creative aspect gives them most pleasure.	Speaker 5	30

Test 4 PAPER 5 Speaking (15 minutes) Part 1

Part 1 (3 minutes, 5 minutes for groups of 3)

The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.

Good morning/afternoon/evening. My name is ..... and this is my colleague, ...

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- How long have you lived there?
- What do you do?
- What do you like best about your job/course?

The interlocutor will then ask you some questions about one or two other topics, for example:

- Do you think you have enough time to relax and really enjoy yourself?
- If you could change one thing about your life, what would it be?
- How important is it to get on well with your family?
- What would you do if you suddenly won a lot of money?

Test 4 Speaking Part 2

Part 2 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor, one is Candidate A and one is Candidate B. The interlocutor should lead the task using the script below. Refer to the pictures on pages C16–C17.

The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(*Candidate A*), it's your turn first. Here are your pictures. They show **people who are relaxing.**

I'd like you to compare two of the pictures and say **why the people might have chosen to relax in these situations and why it might help them to relax in this way.**

.....

After 1 minute Thank you.

(*Candidate B*), **which of these types of relaxation appeals most to you? Why?**

.....

After approximately 30 seconds Now, (*Candidate B*), here are your pictures. They show **people in situations where they are not sure what to do.**

I'd like you to compare two of the pictures, and say **what problems the people might have in these different situations and how they might be able to solve these problems.**

All right?

.....

After 1 minute Thank you.

(*Candidate A*), **which of these people do you think are feeling most frustrated? Why?**

.....

After approximately 30 seconds Thank you.

Test 4 Speaking Parts 3 and 4

Part 3

3 minutes (5 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on page C18.

The interlocutor will give you and your partner a set of pictures to discuss together for about three minutes. You will be asked two questions based on the pictures and you have to talk together to try and reach a decision.

Interlocutor: Now I'd like you to talk about something together for about three minutes.

The pictures on page C18 show people doing different kinds of jobs.

First, talk to each other about **the appeal of each of these jobs**.
Then decide **which job deserves the highest payment**.

All right?

(7) .....

After 3 minutes Thank you.

Part 4

4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on page C18.

The interlocutor will ask some more general questions which follow on from the topic in Part 3.

- Do you think it is better to do one job for life or to have a series of different jobs? (Why?)
- Do you think it is important to have a career which offers opportunities for promotion? (Why? / Why not?)
- Would you say it is better to work for a small or a large organisation? (Why?)
- Do you think it is true that many people are influenced by the work their parents do when they choose a career? (Why? / Why not?)
- What aspects of work are most likely to bring people job satisfaction, in your opinion? (Why?)

Interlocutor: Thank you. That is the end of the test.

You are going to read three extracts which are all concerned in some way with robots. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Round-the-clock robots to explore Tasmania's ocean waters

Tasmanians will soon be able to better manage their marine resources and track marine threats, thanks to hi-tech ocean monitoring.

The Integrated Marine Observing System, or IMOS, is a research project which has been operating in Australian waters since 2007; additional Commonwealth funding means Tasmanian waters can now be explored more effectively using more sophisticated technology.

The project director, Tim Moltmann, says ocean waters and habitats around Tasmania are poorly understood. He says the new IMOS technology will enable scientists to thoroughly assess the state's seas.

"We'll be deploying gliders, we'll be tagging fish and recording their movements, we'll be using an autonomous under-water vehicle to look at what's happening on the seafloor," he said.

The Leader of Tas-IMOS, Dr Peter Thompson, says the hi-tech equipment will give scientists unprecedented access to new data. "There are a whole bunch of different methods for collecting the data. My favourite are the robots," Dr Thompson said. "So we have these gliders that we can drive from our desktop. They can work seven days a week, 24 hours a day collecting observations around Tasmania. It's fantastic new technology."

The data collected will not only be for researchers. It will also be made publicly available on the Internet.

1 What is new in this news item?

A Extra money has been made available for a marine research project.
B A project is being extended to a new location.
C There is a new director for a marine project.
D Some research information is being made publicly available.

2 What is the main aim of the project?

A to contrast different methods of data gathering
B to learn more about the marine environment
C to help develop new technology
D to film life under the sea

Asimov's fictional robots

One of the oldest clichés of the science fiction field is the Rogue Robot Plot. In this, a mad scientist works obsessively to create an artificial man, ignoring the dark warnings of his nearest and dearest. Once created, the artificial man quickly escapes the mad scientist's control, destroying him and possibly others as well, before finally being destroyed itself. With rare exceptions, this plot was repeated in every robot story published in the magazines the young writer Isaac Asimov read.

Asimov came to detest the Rogue Robot Plot for a number of reasons. From a technical standpoint, he found it unbelievable that a robot would be constructed without built-in safeguards as other machines were. From a literary standpoint, he grew weary of seeing the same characters and the same plot repeated.

Given all this, it was inevitable that Asimov would want to write a robot story for the specific purpose of attacking the Rogue Robot Plot. In "Robbie", one of Asimov's first stories, the title character is a robot who functions as a nursemaid for a little girl. The girl's mother exhibits the same dark fears as the mad scientist's nearest and dearest in the Rogue Robot stories. In "Robbie," however, she is opposed not by an obsessive scientist, but by her own husband, who points out reasonably (though in vain) that Robbie "can't help being faithful and loving and kind. He's a machine made so." Far from threatening the little girl, as the standard Rogue Robot would, Robbie saves her life, and in the end the girl's mother comes to accept the robot.

3 Why did Asimov dislike the Rogue Robot plot?

- **A** It seemed both unoriginal and illogical to him.
- **B** He found both the scientist and the robot unsympathetic.
- **C** It had too many fundamental technical errors.
- **D** He was bored by its lack of character development.

4 How did *Robbie* differ from earlier robot stories?

- **A** Robbie turned into a human being.
- **B** Robbie was approved of by his creator's 'nearest and dearest'.
- **C** Robbie was created by a father for his daughter.
- **D** Robbie was a force for good rather than evil.

Nao the Robot

When Nao is sad, he hunches his shoulders forward and looks down. When he's happy, he raises his arms, angling for a hug. When frightened, Nao cowers, and he stays like that until he is soothed with some gentle strokes on his head.

Nothing out of the ordinary, perhaps, except that Nao is a robot – the world's first that can develop and display emotions. He can form bonds with the people he meets depending on how he is treated. The more he interacts with someone, the more Nao learns a person's moods and the stronger the bonds become.

"We're modelling the first years of life," said Lola Cañamero, a computer scientist at the University of Hertfordshire who led the project to create Nao's emotions. "We are working on non-verbal cues and the emotions are revealed through physical postures, gestures and movements of the body rather than facial or verbal expression."

In future, say the scientists, robots are likely to act as companions or integrate with the web to order groceries online. They could also provide support for the elderly. 'In these uses some form of emotional display will be important in making those interactions more natural and more comfortable,' Cañamero said.

5 Nao is a unique robot because he

- **A** displays feelings in a similar way to the scientists who created him.
- **B** has rapid changes of mood.
- **C** understands and uses body language expressing emotion.
- **D** suggests emotions through movements of the face and body.

6 Which role does the article say robots might be used for in the future?

- **A** collecting the groceries for an online order
- **B** assisting older people in their daily lives
- **C** helping to understand people's emotions
- **D** looking after young children

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (**7–12**). There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet.**

Ecology in a Volcanic Lake

McKenzie Funk investigates how the area round Mount St Helens has changed thirty years after its eruption.

Discarded cans once lay at the bottom of Spirit Lake at the foot of the Mount St Helens volcano. Mark Smith remembers them perfectly: shiny gold lettering somehow preserved by the clear, cold water. He remembers ten-inch rainbow trout. He remembers a sunken rowboat, resting on a submerged tree stump. A teenager when he began scuba diving in the shadow of Mount St. Helens, he remembers the lake as it was before the May 1980 eruption, before the top 1,300 feet of the volcano — more than three billion cubic yards of mud, ash, and melting snow — avalanched into it.

7

What Smith remembers best from his teenage dives is what he called the "petrified" forest: a ghostly group of sunken, branchless firs, buried upright dozens of yards below the surface. The underwater forest was a mystery to him until the mountain exploded. Then it made perfect sense. The trees were evidence of a past eruption — a sign Spirit Lake has always been in the line of fire.

8

Biologist Bob Lucas of the Washington Department of Fish and Wildlife believes someone illegally planted them. In the late 1990s, an anonymous call to his home seemed to confirm it: "I'm the one who stocked the fish."

9

"There are as many stories as there are fish tales," he says, "and all of them start, 'I know somebody who put those fish in there." To him the important question is not how they arrived but how they grew so big.

10

This is because the 2,700-acre lake now sits at the center of a restricted research area, which Congress set aside in 1982 "to protect the geologic, ecologic, and cultural resources ... in as natural a state as possible." Mostly closed to the public, this part of the blast zone has become one of our planet's grandest experiments.

11

Almost daily, callers inquire about the lessons of St. Helens. One woman is interested in salamanders, another in toads. Officials in Alaska and Chile want to know what to expect after eruptions of their own.

12

Starting with a single plant Crisafulli discovered in 1981 on the barren, 3,750-acre area covered by the eruption, purple prairie lupines became the first color in a world of sterile gray. In life they were nutrient factories, food for insects, habitat for mice and voles; in death they, and the organisms they attracted, enriched the ash, allowing other species to colonise. Gradually the blast zone began to bloom.

A Indeed, as a natural lab to study the rebirth of ecosystems, the area has no equal. "It's the most thoroughly studied large-forest disturbance in the world," says Crisafulli. It's been examined from nearly every angle, at nearly every scale, from molecules to ecosystems, bacteria to mammals, steaming geothermal vents to waterlogged meadows.

B Three decades later, Spirit Lake holds a new mystery: How did fish, now twice the length of those pre-eruption rainbows, reappear? Everyone has a theory. Smith, who runs Eco Park Resort at the edge of the volcanic monument, thinks the trout slid down from the smaller, higher St. Helens Lake during a flood year. But that lake has only mackinaw—and the Spirit Lake fish are rainbows.

C A key realisation is the importance of "biological legacies" — fallen trees, buried roots, seeds, amphibians — that survived the eruption, thanks to snow cover, topography, or luck. Ecologists had assumed rebirth would happen from the outside in, as species from border areas encroached on the blast zone. But recovery has also come from within.

D Mark Smith grew up at the lake and, as a boy, he fished there. Today he'd have to break the law if he wanted to catch any of those temptingly large fish.

E What I remember from my swim in Spirit Lake is not a sunken forest but an underwater jungle. Last August I drove behind Crisafulli on a sinuous two-lane road along Windy Ridge, through a damaged gate secured by a makeshift chain—"You'd think there'd be enough money to buy a new gate," Crisafulli said — and down a scary, slopeside jeep trail into the restricted area.

F So it was before the lake became twice as big but half as deep. Before virtually all evidence of life, animal and human — the cabins and roads and camps and cans — were obliterated. Before the lake became a stinky soup, devoid of oxygen and covered with a floating mat of tree trunks ripped from the landscape.

G Preliminary genetic testing by Forest Service ecologist Charlie Crisafulli also suggests the trout did not descend from the pre-eruption population, but he's given up on figuring out their origin.

Test 5 Reading Part 3 ANSWERS

You are going to read a website article. For questions **13–19**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

Taking a Gap Year

Journalist Lucy Tobin considers whether taking time out before university makes sense in the current economic climate.

Once upon a time the gap year was the preserve of rucksack-schlepping, sandal-wearing teenagers who would doss around South America or Asia for a few months before uni. No longer. Today's competitive job market means gappers must ensure a year out will leave behind a sprinkling of CV fairy dust.

That doesn't mean it has to be boring. Whether you're considering a gap year before or after uni, or much later on in life, there are plenty of ways to make it boost your employability while having fun. Spend a few months doing work experience and making contacts in a field that interests you before jumping on that plane to Thailand. Test out different industries. Turn that business idea you've been talking about into reality. If it takes off, it could lower your student loan, or save you the need to find a "real job". If not, it will show future employers your initiative.

Don't be put off if you haven't been incubating a gap-year dream since birth: there's still time to arrange a year out at very little notice. My gap year, for example, was a last-minute rush. I had applied for politics at uni, decided very late on that I wanted to change to English, and when I called up the university to enquire about this, I was told I'd have to take a gap year. I'd spent the summer celebrating finishing school with friends, so when September rolled around, I had no plan or job, or, consequently, any cash to travel with. Eventually, after a month sending a blitz of ignored emails, I managed to wangle a job in publishing, then a journalism position at a prominent daily newspaper. It was there I decided on my future career – all because I'd suddenly had to take a gap year.

Ask people about their year-out experiences and it will become clear how many options there are (although don't ask too many questions: gappers tend to go on a bit). While I was commuting into London every day, my friends were doing radically diverse things. One sold make-up at Harrods before saving vultures in Africa; another promoted classical music to kids, yet another was an intern in parliament, and two travelled around Asia for a year.

But – as your family and friends will undoubtedly remind you when you mention a gap year – these are tough economic times. Graduate employment is down: a quarter of graduate job vacancies have disappeared and the competition for each job has grown, according to the Association of Graduate Recruiters. The job market doesn't look like it will improve overnight, so use a gap year to help yourself stand out.

You don't need to give up ideas of travelling – a year is a long time, and you might not have the chance to go away for that long again. But think about combining a trip with six months' work – or study. If there's something you've always wanted to do but been held back by a lack of time, a gap year is the time to do it. Learn to drive, type or cook. Go to hairdressing school and build up a side business in cutting friends' hair. Or take a distance-learning course in your spare time.

Voluntary work abroad will benefit you and your CV, as well as the community or project you're helping. You may well be able to improve your language skills too – employers love linguists. Make sure you choose a reputable company; do plenty of research, and ask any friends for personal recommendations. A good starting point is the Year Out Group, whose members sign up to a code of practice. It lists gap-year companies and the locations of gap-year fairs, which many firms attend.

If you're staying at home, there are lots of rewarding and enjoyable charity work options.

It's worth thinking about what you want to get out of your gap year. At the start of mine, a fellow gapper and I listed things we wanted to do: big plans, like achieving at least three months' relevant work experience, but also things like making our way through a list of 50 films to see before you die, and partying with friends at local unis to make sure we had the chance to meet lots of new people. Try to have fun on your gap year, whatever you do. It's an incredible opportunity to see the world, work out what you want to do with your life, and help you on your way to achieving it. Good luck – and have a great time.

13 What point is the writer making in the first paragraph?

A Young people gain a great deal from the experience of travelling.
B Teenagers on gap years increasingly look for work abroad.
C Gap years today have to be about more than just pleasure.
D Fewer young people are currently able to afford gap years.

14 What does the writer say about trying out your business idea during a gap year?

A It might cover the costs of your higher education.
B You can benefit even if the idea does not succeed.
C You are unlikely to get a similar opportunity at another time.
D It could provide you with future contacts when you are looking for work.

15 What is the main reason why the writer gives the example of her own gap year experience?

A to show that your gap year can have important consequences
B to emphasise that planning a gap year often takes longer than is really necessary
C to explain that you need to save money if you want to travel in your gap year
D to stress that gap year activities can be forced on you by unexpected circumstances

16 Why does the writer say you should avoid asking a lot of questions in lines 31–32?

A because you need to make up your own mind about what's best for you
B because it may become confusing if 'gappers' tell you too much
C because it is not necessary to learn about all the different options
D because you may hear about more of their experiences than you want to

17 The writer says a gap year can make young people stand out because

A their confidence increases as they work or travel.
B it can provide skills other job applicants may lack.
C it helps them develop into mature adults.
D they see places few people their own age have seen.

18 The writer recommends that people wishing to do voluntary work overseas should

A learn the language of their destination before they go there.
B find out as much as possible about their destination.
C make arrangements to go with a friend.
D make informed choices about what to do.

19 What is the main point the writer is suggesting about a gap year in the last paragraph?

A If you plan it carefully there will be time for fun too.
B You need to make plans because the year will pass very quickly.
C It provides a chance to develop different sides of your life.
D It offers excellent opportunities to meet new people.

Test 5 Reading Part 4 ANSWERS

You are going to read an article containing information about seven comedians appearing at a large annual arts festival in the UK. For questions **20–34**, choose from the reviews (**A–G**). The reviews may be chosen more than once.

Mark your answers **on the separate answer sheet**.

About which comedian is the following statement made?

This comedian appeals to people of different genders and ages.	20	
This comedian is critical of the current state of their favourite type of comedy.	21	
This comedian will do a show nationwide for the first time later this year.	22	
Anyone who wants to be a comedian should watch this person in action.	23	
This comedian has also had some success as an author.	24	
This comedian has not been to the festival before.	25	
You don't have to pay to go to this comedian's show.	26	
This comedian won a prize at a previous festival.	27	
This comedian uses difficult experiences from their own life in shows.	28	
This comedian was previously employed in a legal profession.	29	
Among a certain group this comedian is better known for working in films.	30	
This comedian might not appeal to everyone.	31	
Many young comedians would like to imitate this person's career.	32	
This comedian recently did an overseas tour with some other comedians from their country.	33	
This comedian has recently worked on radio and in the theatre with another well-known person.	34	

Top Comedians at this Summer's Festival

This year's festival offers a wide variety of stand-up comedians for visitors to choose from. Here is our pick of some of the best of them.

A Sarah Millican

Millican took home the best newcomer award at the festival two years ago and her career will be the model for the many aspiring comics making their debuts at this year's festival. Millican followed up that success with television appearances on some popular prime-time shows as well as her own radio series. Her new show, *Chatterbox*, only her third full-length show, will go on to become her first national tour in the autumn. Audiences love her combination of warm northern chat and her frank jokes.

B Jennifer Coolidge

The festival wouldn't be complete without at least one US movie star braving a month of live audiences, and this year it's Jennifer Coolidge, best known to a generation of teenagers as Stifler's mom in the *American Pie* series. A talented comic actress, Coolidge makes her festival debut this year with a noisy show about pop culture, show business and men. No one quite knows what to expect, but it should be worth a visit.

C Shappi Khorsandi

Now with a bestselling book to her name and an increasing television profile Shappi Khorsandi is likely to be one of the most popular acts at the festival, as her popularity is not restricted to any generation, and she has a talent for making men as well as women feel comfortable. Past shows have relied heavily on her Iranian heritage and her father's story; this year, expect to hear a lot more about her current personal life. Her recent divorce and life as a single mother have provided her with plenty of raw material, but for Khorsandi the personal and political are always comically tangled.

D Robin Ince

Taking time out from his stage and radio collaborations with scientist Brian Cox, Robin Ince returns to the festival, offering fans who enjoy his winning combination of intellectual curiosity and explosive liberal views a choice of two shows. A committed supporter of the 'Free Fringe', a collective effort to resist the dominance of the big venues and sponsors, Ince will be offering his shows free. These are *Robin Ince Asks Why?* and *Carl Sagan is Still My God*, the latter being a homage to the American astrophysicist and popular science writer.

E Ardal O'Hanlon

It may be hard not to think of him first and foremost as Father Dougal, the character he played in the popular TV drama series, but O'Hanlon began as a stand-up comic and is one of the most accomplished live performers you'll find at the festival. Fresh from performing in the US last year in a triple bill with two other Irish comics, O'Hanlon's live act ought to be compulsory viewing for any aspiring comedian; a friendly, slightly bewildered air masks a sharp intelligence, and his mastery of timing and delivery is a joy to watch. This is a new show for the festival and, as with his festival show last year, it is the prelude to a nationwide tour in the autumn.

F Susan Calman

Former corporate lawyer Susan Calman has been a favourite among Scottish comedy fans and discerning festival-goers since giving up her day job four years ago, but this year the secret is well and truly out. The diminutive Scot, now a regular on radio's *News Quiz*, has moved to a bigger venue, with a new show in which she considers her own childhood. She's passionate about political comedy, often publicly regretting the lack of effective political satire in Britain.

G Emo Philips

In only his fourth appearance at the festival, the remarkable Emo Philips brings the show he is currently touring across the US, *Please Witness My Act*. The man described by *Psychology Today* as "stand-up comedy's zany godfather" last visited in 2001, when he out-sold every other act at the festival. Over the past 35 years, Philips has won a devoted cult following, with his strange persona and his skilful jokes – three of them made it into a recent magazine list of *The 75 Best Jokes of All Time*. A true original, he may puzzle the mainstream, but his fans will be thrilled to see him back.

Test 5 PAPER 2 Writing (1 hour and 30 minutes) Part 1 ANSWERS

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

---

1 Last summer you went on an adventure holiday organised by HolidaysPlus. An Australian friend of yours would like to go on a similar holiday this year.

Read an extract from your friend's letter and the advertisement for HolidaysPlus on which you have made some notes. Then, **using the information appropriately**, write a letter to your friend's parents, briefly describing your holiday, explaining why you think your friend should be allowed to go and suggesting that you go with your friend.

I'm really keen to do a HolidaysPlus trip this year but my parents are worried it might be dangerous. Please could you write to them to put their minds at rest? And why don't you come too? It'd be fun ...

HOLIDAYSPLUS

Adventure holidays worldwide — went to ...

Learn new sports — we did ... — do lots to ensure safety, e.g. ...

Work on community projects — very useful, e.g. ...

Accommodation in tents

Write your **letter**, as outlined above. You do not need to include postal addresses. You should use your own words as far as possible.

Test 5 Writing Part 2 ANSWERS

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **220–260** words in an appropriate style.

---

2 In class, you have been discussing relationships between different generations. Your teacher has asked you to write an essay saying if you agree with the following opinion:

> To be a fully rounded person you need to have friendships with people of all different age groups and as many different nationalities as possible.

Write your **essay**.

3 An international chain of fitness clubs has asked you to write a report on young people and fitness in your area. Your report should discuss how physically active young people in your area are. It should explain which types of fitness activities are popular and should recommend ways in which one less popular activity could be made more attractive for young people.

Write your **report**.

4 You see this announcement in an international magazine.

> People sometimes say that they will never forget where they were when they heard that a certain famous event happened.
>
> Write an article telling us:
>
> - where you were when you heard news of a significant event
> - what you were doing at that moment
> - why this specific event had such a strong impact on you.

Write your **article.**

5 *Note that the following questions are designed to give you practice answering a question on any set text. In the actual exam each of the questions will be clearly related to one specific text only.*

(a) In class you have been discussing how important it is for a text to end in an effective way. Your teacher has now asked you to write an essay, discussing the extent to which the ending of *Text X* is an effective one. You should also discuss another ending the writer might have considered and say why you feel that would or would not have been as effective.

Write your **essay**.

(b) You have been asked to write an article for your college magazine about *Text Y*. Your article should focus on two of the main characters in the text, commenting on how they differ from one another. You should also explain which of these two characters you prefer and why.

Write your **article**.

Test 5 PAPER 3 Use of English (1 hour) Part 1 ANSWERS

For questions **1–12**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.
There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** comparison **B** combination **C** association **D** agreement

Answer:

0	A	B	C	D
			■	

Photography competition

Now in its sixth year, the Insight Guides Travel Photography Competition, run in **(0)** ..... with the *Independent* newspaper, is going from strength to strength. 'Places were hotly **(1)** ..... this year', says Insight Guides picture editor, Steven Lawrence. 'We **(2)** ..... liked winner Steve McDonald's use of light, and the way in which he took a very well-known subject from an interesting and unusual **(3)** ..... .'

This year's entrants worked to the theme of 'Earth', **(4)** ..... three images photographed within the past year, either digitally or as prints. Steve McDonald, 54, a British Airways steward, won first prize, a professional **(5)** ..... worth £3,000 for one of Insight Guides' **(6)** ..... books. Second prize went to geologist Robin Andrews, 22, who will use the Canon camera he has won to photograph his **(7)** ..... : volcanoes. Peter Cain, 33, a civil servant, in third **(8)** ..... , also wins a Canon camera for his images, taken at Everest base camp. For the first time, the competition was **(9)** ..... to under-18s. The winner in this category, Aiden Heeley-Hill, 17, was delighted to receive first prize for his image taken on a family holiday in Norway. He wins the **(10)** ..... to spend some time working with a professional photographer.

The **(11)** ..... were presented last week at Stanford's bookshop. Winners were **(12)** ..... to a night at a smart hotel and a celebratory meal with their partners and the judges.

1	**A** competed	**B** contested	**C** fought	**D** debated
2	**A** absolutely	**B** remarkably	**C** particularly	**D** utterly
3	**A** fashion	**B** state	**C** pose	**D** angle
4	**A** submitting	**B** admitting	**C** committing	**D** permitting
5	**A** proposal	**B** commission	**C** assignation	**D** portfolio
6	**A** oncoming	**B** incoming	**C** overcoming	**D** upcoming
7	**A** excitement	**B** joy	**C** happiness	**D** passion
8	**A** place	**B** part	**C** degree	**D** rate
9	**A** possible	**B** available	**C** open	**D** clear
10	**A** promise	**B** fortune	**C** prospect	**D** chance
11	**A** rewards	**B** winnings	**C** awards	**D** offerings
12	**A** valued	**B** treated	**C** delighted	**D** entertained

Test 5 Use of English Part 2 ANSWERS

For questions **13–27**, read the text below and think of the word which best fits each gap.
Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | O | U | T | | | | | | | | | | | | | | | | |

Flamingos

Flamingos, those beautiful long-legged pink birds, rub the reddish pigments, released in oil from a gland near their tail, into their feathers to bring **(0)** ..... their vibrant colour. The result, according to researchers studying the birds in Spain, **(13)** ..... that the birds seem to become far **(14)** ..... likely to find themselves a mate.

Scientists noticed that, **(15)** ..... they were arranging their feathers, many flamingos scraped their cheeks across the gland before rubbing their face against their breast, back and neck **(16)** ..... the aim of spreading the colour.

In a journal article, the experts explained that **(17)** ..... so helped the birds appear extra attractive to potential mates – not so **(18)** ..... because of their eye-catching colour, but because other flamingos could tell they had **(19)** ..... an effort with their appearance.

One of the researchers says: 'The rubbing is time-consuming. And **(20)** ..... more frequently the birds practise it, the pinker they become.

'If the birds stop rubbing, their colour fades in a **(21)** ..... days because the pigments bleach quickly in the sunlight.'

Rubbing the pigment into the feathers takes time and effort, and, **(22)** ..... a result, colourful feathers are a sign to the opposite sex that a flamingo is healthy and well-fed, because it **(23)** ..... afford to spend time on **(24)** ..... it looks.

The behaviour is more common in female flamingos **(25)** ..... in males, the researchers said. They added that the brightest coloured birds also took the best breeding sites, **(26)** ..... gives them a reproductive advantage **(27)** ..... their paler rivals.

Test 5 Use of English Part 3 ANSWERS

For questions **28–37**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: 0 | D | O | W | N | S | I | Z | I | N | G |

Collecting books

We stayed with a friend last weekend who is moving from a large house to a small flat, in other words he is **(0)** ..... . One aspect of this, inevitably, is that the **(28)** ..... he has in his present large house have to be reduced in order to fit his new home. As we watched, I realised that **(29)** ..... comes in two types: those who can throw things away, and those who cannot.

My friend is in the former category. I am in the second. The process became especially **(30)** ..... when he began sorting out his books. Even for him the decisions he had to make were not **(31)** ..... difficult. He has enough **(32)** ..... not to get rid of great works of literature or serious works of **(33)** ..... . But, inevitably, it wasn't all straightforward and there were a great many **(34)** ..... decisions to be made. My own home is full of books and, in an ideal world I would build an **(35)** ..... simply to have the space for more. My wife thinks we cannot afford this but if **(36)** ..... I manage to bring her round to my way of thinking, then I'll be on the phone to the builders in an instant. I don't know what I'd do if I had the **(37)** ..... to have to move somewhere smaller.

SIZE
POSSESS
MAN
PROBLEM
FREQUENT
JUDGE
REFER
BORDER
EXTEND
MIRACLE
FORTUNE

Test 5 Use of English Part 4 ANSWERS

For questions **38–42**, think of **one** word only which can be used appropriately in all three sentences.
Here is an example (**0**).

Example:

0 I'm sure your uncle will be able to give you some useful ..... about how to write a CV.
Did you get many ..... when you had that holiday job as a waiter?
There are a couple of large rubbish ..... to the north of the city.

Example: | 0 | | T | I | P | S | | | | | | | | | | | | | | | |

Write **only** the missing word **IN CAPITAL LETTERS on the separate answer sheet.**

---

38 Don't speak to me in such an aggressive ..... .
The opening address was successful in setting the ..... for the rest of the event.
I've tried calling him but I keep getting an engaged ..... .

39 My old computer used to ..... much more frequently than this one does.
Several people tried to ..... my party but my father prevented them from doing so.
I don't think it's a very good idea to go on a ..... diet.

40 Physics is a ..... subject to do at university but it's very interesting too.
My mother always used to say that tea tastes better in places with ..... water.
The police are convinced that Joe Biggar is guilty but they haven't got any ..... evidence.

41 I expect that Hilary will ..... top of her class – she usually does.
She married for love – money didn't ..... into it.
Did you see what made the little boy ..... off his bike?

42 Ricky is too ..... to pay for your dinner as well as his own.
The ..... rainfall for June tends to be higher in the north than in the south of the country.
I didn't ..... to cause any offence.

Test 5 Use of English Part 5 ANSWERS

For questions **43–50**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **three** and **six** words, including the word given. Here is an example (**0**).

Example:

0 I hope things will improve soon.

TURN

I hope things ..... better soon.

The gap can be filled with the words 'will take a turn for the', so you write:

Example:	0	WILL TAKE A TURN FOR THE

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet**.

---

43 Emily's hair badly needs cutting.

TIME

It's high ..... cut.

44 There must be a simple way to explain what happened.

BOUND

There's ..... for what happened.

45 I'll support you whatever you decide to do.

MATTER

I'll support you ..... you take.

46 For me this is the best place to live.

RATHER

There ..... live.

47 I wish I hadn't said that to her.

TAKE

If only ..... I said to her.

48 I was looking out of the window when I saw a boy take something from a man's pocket.

SIGHT

I was looking out of the window when I ..... something from a man's pocket.

49 It was the film's music that impressed me most.

IMPRESSION

The film's music was ..... me.

50 My brother and I are alike in many ways.

LOT

My brother and I ..... common.

Test 5 PAPER 4 Listening (approximately 40 minutes) Part 1 ANSWERS

tapescript

02 You will hear three different extracts. For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear a man and a woman discussing a work colleague.

1 What problem is the colleague causing?

A extra work for other members of staff
B some dissatisfaction among clients
C a deterioration in staff morale

2 What does the woman think they should do about the problem?

A discuss it with the colleague
B ask their head of department to deal with it
C wait and see how things turn out

Extract Two

You hear two people discussing an article from a local newspaper.

3 What is the newspaper article about?

A unsatisfactory football results
B changes in the management of a team
C a law case involving a sports club

4 How does the man feel about the news?

A disappointed that things have become so unsatisfactory
B relieved that a difficult situation has been avoided
C surprised at when it has occurred

Extract Three

You hear two students discussing a course they are doing.

5 What do they agree about?

A The lecturer is making a difficult subject interesting.
B The course got off to a bad start.
C The content will be useful for their careers.

6 What does the woman like about the lectures?

A the lecturer's pleasant voice
B the lecturer's sense of humour
C the lecturer's visual materials

Test 5 Listening Part 2 ANSWERS

tapescript

CD 3 03 You will hear part of a talk about working in the computer games industry.

For questions **7–14**, complete the sentences.

Working in computer games

The speaker recommends the computer games industry because it offers

[ ] **7** work.

She did a course in [ ] **8** at university.

She applied for a job in the industry when her [ ] **9** gave her a contact name.

Her first job was as a [ ] **10** with a major company.

Her first experience was working on a game called [ ] **11**

Then she moved to the company's [ ] **12** department.

She particularly enjoys working on [ ] **13** games.

She describes her career in computer games as a [ ] **14** one.

Test 5 Listening Part 3 ANSWERS

tapescript

04 You will hear a radio interview with a professional dancer called Ross Curtis. For questions **15–20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

---

15 What does Ross say about his current working life?

- **A** He likes the fact that he is developing his acting skills.
- **B** He has an increasing involvement in planning dance routines.
- **C** He sees himself responsible for making the choreography come alive.
- **D** He takes pleasure in planning his teaching in a responsible way.

16 Ross says that his main problem is

- **A** finding a sufficient amount of work.
- **B** keeping physically fit.
- **C** choosing which company to work for.
- **D** managing his time effectively.

17 Ross says he needs to develop his ability to

- **A** cooperate with other people.
- **B** make efficient use of rehearsals.
- **C** assert himself.
- **D** learn new moves quickly.

18 Ross says he most enjoys working with other dancers who are

- **A** supportive and fun.
- **B** perfectionists and ambitious.
- **C** friendly and good communicators.
- **D** creative and energetic.

19 How does Ross compare the working atmosphere in the two companies he works for?

- **A** They both have a strong commitment to dance.
- **B** They take a contrasting approach to their art.
- **C** One is much pleasanter to work in than the other.
- **D** They each bring out different aspects of a dancer's style.

20 What does Ross hope to do in the future?

- **A** work in films
- **B** teach young dancers
- **C** set up his own business
- **D** study something quite different

tapescript

05 You will hear five short extracts in which people are talking about memorable events.

TASK ONE

For questions **21–25**, choose from the list (**A–H**) what the event was.

TASK TWO

For questions **26–30**, choose from the list (**A–H**) why the speaker found the event memorable.

While you listen you must complete both tasks.

A	a sporting event	Speaker 1	21	**A**	It changed their opinion of someone.	Speaker 1	26
B	a special birthday			**B**	It was very beautiful.		
C	a train journey	Speaker 2	22	**C**	Their companion reacted unexpectedly.	Speaker 2	27
D	a theatre visit			**D**	It had an impact on their career.		
E	a musical event	Speaker 3	23	**E**	It helped them make a decision.	Speaker 3	28
F	the anniversary of an historic event	Speaker 4	24	**F**	They found something there.	Speaker 4	29
G	a political speech			**G**	They bought something special there.		
H	the opening of a public building	Speaker 5	25	**H**	They met someone special there.	Speaker 5	30

Test 5 PAPER 5 Speaking (15 minutes) Part 1

Part 1 (3 minutes, 5 minutes for groups of 3)

The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.

Good morning/afternoon/evening. My name is ..... and this is my colleague, ...

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- Where do you work/study?
- What's the best thing about working/studying there?
- What do you like most about English?

The interlocutor will then ask you some questions about one or two other topics, for example:

- If you had the opportunity to spend a week as personal assistant to a famous person, who would you choose to work for?
- How important is music in your life?
- How do you think the place where you live will change in the next few years?
- Tell me about something surprising that once happened to you.

Test 5 Speaking Part 2

Part 2 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor, one is Candidate A and one is Candidate B. The interlocutor should lead the task using the script below. Refer to the pictures on pages C19–C20.

The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(*Candidate A*), it's your turn first. Here are your pictures. They show people enjoying music in different ways.

I'd like you to compare two of the pictures and say **what kind of music you think they have chosen and how the people find that music helps them in these situations.**

.....

After 1 minute Thank you.

(*Candidate B*), **which of these people do you think is getting most pleasure from listening to music? Why?**

.....

After approximately 30 seconds Now, (*Candidate B*), here are your pictures. **They show people having a meal together.**

I'd like you to compare two of the pictures and say **why you think they have chosen to eat together and what you think they might be talking about.**

All right?

.....

After 1 minute Thank you.

(*Candidate A*), **which of these people do you think are enjoying themselves most? Why?**

.....

After approximately 30 seconds Thank you.

Test 5 Speaking Parts 3 and 4

Part 3

3 minutes (5 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on page C21.

The interlocutor will give you and your partner a set of pictures to discuss together for about three minutes. You will be asked two questions based on the pictures and you have to talk together to try and reach a decision.

Interlocutor: Now I'd like you to talk about something together for about three minutes.

The pictures on page C21 show different ways of keeping in touch with people.

First talk to each other about **which you think is the best way to keep in touch with friends**. Then decide **whether you think social networking sites on the Internet will eventually take over all other ways of keeping in touch with friends.**

All right?

7

.....

After 3 minutes Thank you.

Part 4

4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on page C21.

The interlocutor will ask some more general questions which follow on from the topic in Part 3.

- Do you think the popularity of the Internet is preventing young people from developing good social skills?
- Do you think you need to actually meet someone regularly in order to stay close friends?
- What are the qualities you look for in a friend?
- To what extent do you feel it's important for friends to share the same values?
- What advice could you give someone moving to a new town about making new friends?

Interlocutor: Thank you. That is the end of the test.

You are going to read three extracts which are all concerned in some way with homes. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Extract from a novel

[This old Victorian house] is merely the shell, the presence, the abiding framework that remains when all that evanescent human stuff has passed through and away. It is a triumph of impervious red brick, black and white tiles, oak woodwork, stained glass lilies and acanthus. It neither knows nor cares. Its current market value would astound its builders, but then so would much else about its leafy neighbourhood, this provinical suburb – the cars, the trousered women, the cars, the hatless men, the cars, the curious metal arms skewered to every roof or chimney. But they might also be astonished by – or complacent about – the stolid survival of the house. It has seen off fashion or, rather, it has risen above fashion. It is nailed firmly to a time, but has also floated free of its time, has accommodated itself to new habits and practices, has digested central heating and washing machines and agnosticism and voting women and children who are very much heard as well as seen. Created as a shrine to family life, it has very much remained as such, even if family life itself is a rather different construct.

1 The writer's purpose in this text is to

- **A** emphasise the age of this particular house.
- **B** point out how houses reflect the people who have lived in them.
- **C** contrast the permanence of the house with the changing nature of life.
- **D** illustrate the variety of people and objects the house has contained.

2 What does the writer suggest would most surprise the builders of the house?

- **A** the TV aerials that have been fixed to each house
- **B** the changes in how men and women are dressed
- **C** the ways that family life has changed
- **D** the volume of traffic in the area

Living ecologically

Do you want to live in an "ecological house" — a house that conserves energy, water, food and materials, or can even produce more of these vital resources than it uses? If you do, congratulations! You're on your way to being an Earth Steward, someone who helps protect and preserve the planet we all share.

But how will your ecological house work? How do you know that you're doing any good? Will the "eco features" you add to your home really help the environment, or are they just more stuff to consume — trendy, but ultimately damaging to the planet?

What about costs? How can you get the best return on your investment for you and the environment?

Whether you're retrofitting your current house or planning to build a new one, the articles and information that you'll find on our website will help you create an environmentally friendly house that really works. Learn how to model your house's systems on sustainable natural ecosystems. Learn how sustainable houses are designed and built so they can be affordable, flexible and ultimately recycled at the end of their useful life.

Creating an ecological house is empowering. You don't have to wait for someone else to solve environmental problems; you can start to work on those problems yourself — today.

And keep returning to Your Ecological House™ because we are always adding new materials and features.

3 What is the aim of this text?

- **A** to persuade people to choose ecological housing
- **B** to provide an introductory page for a website
- **C** to advertise a set of sustainable products
- **D** to justify an unusual point of view

4 The writer says that building an ecological house is empowering because

- **A** it allows you to independently help the environment.
- **B** it gives you a better understanding of environmental issues.
- **C** it enables you to take control of your own life.
- **D** it can give you a good return on your investment.

Coming Home

Cross-cultural re-entry — what happens when you come home from living abroad — has interested researchers for more than 50 years. Early writers saw re-entry largely as a set of problems or challenges that returnees suffered. One, Asuncion-Lande, even compiled a list of 50 types of re-entry difficulties, ranging from linguistic barriers to the inability to find a job where you can use your new skills. In the last 30 years, though, it has become more common to think of re-entry as a positive challenge or a chance for growth and self-discovery rather than as a set of problems.

When you're the one going through the adjustment, however, it's normal to experience the transition as both positive and negative. You may even feel like you are on a roller coaster —one minute excited to be home and proud to share all you've learned, and the next bored or frustrated and feeling out of sync with those people who have always been closest to you. Having ups and downs is common, and whether you see your glass as half-full or half-empty may depend on whether you are having a good day or a bad day. Being able to think optimistically about what you've learned abroad not only helps you feel better as you process your feelings about coming home, but it can also help you articulate how you are different—to family, friends, teachers, mentors, and current and potential employers.

5 According to the text, more recent researchers

- **A** focus on solving the problems faced on cross-cultural re-entry.
- **B** are increasingly interested in the topic of cross-cultural re-entry.
- **C** see cross-cultural re-entry as a learning opportunity.
- **D** are attempting to classify issues faced on cross-cultural re-entry.

6 What does the writer recommend to people experiencing cross-cultural re-entry?

- **A** staying positive when people around them lack understanding
- **B** talking optimistically about their change of location
- **C** being prepared for good and bad experiences
- **D** focusing on the beneficial aspects of their time abroad

Test 6 Reading Part 2 ANSWERS

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (**7–12**). There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet.**

Conserving Jaguars

An interesting plan to help jaguars survive is being developed in Latin America. Mel White reports for National Geographic.

At dusk one evening, deep in a Costa Rican forest, a young male jaguar rises from his sleep, stretches, and silently but determinedly leaves forever the place where he was born.

7 [ ]

But the wanderer chooses the wrong direction. In just a few miles he reaches the edge of the forest; beyond lies a coffee plantation. Pushed by instinct and necessity, he keeps moving, staying in the trees along fences and streams. Soon, though, shelter consists only of scattered patches of shrubs and a few trees, where he can find nothing to eat. He's now in a land of cattle ranches, and one night his hunger and the smell of a newborn calf overcome his reluctance to cross open areas. Creeping close before a final rush, he kills the calf.

8 [ ]

This story has been played out thousands of times throughout the jaguar's homeland, stretching from Mexico (and formerly the United States) to Argentina. In recent decades it's happened with even greater frequency, as ranching, farming, and development have eaten up half the big cat's prime habitat, and as humans have destroyed its natural prey in many areas of remaining forest.

9 [ ]

Rabinowitz is the world's leading jaguar expert, and he has begun to realise his dream of creating a vast network of interconnected corridors and refuges extending from the U.S.–Mexico border into South America. It is known as Paseo del Jaguar — Path of the Jaguar.

10 [ ]

Rabinowitz hopes to convince national governments throughout the jaguar's range to support this conservation program through enlightened land-use planning, such as choosing non-critical areas for major developments and road construction.

11 [ ]

Talking to governments and bringing Paseo del Jaguar into existence will take many years. Rabinowitz is currently focusing on Mexico and Central America, where officials in all eight countries have approved the project. Costa Rica has already incorporated protection of the corridor into laws regulating development.

12 [ ]

Today even mobile-phone-carrying government ministers sitting in urban offices feel what Rabinowitz calls "a powerful cultural thread binding them to their ancestors. Nobody can say that the jaguar is not part of their own heritage. What better unifying symbol can there be than the jaguar?"

A Alan Rabinowitz wants this situation to stop and is doing something about it. He imagines that the young jaguar, when he leaves his birthplace, will pass unseen by humans through a near-continuous corridor of sheltering vegetation. Within a couple of days he'll find a small tract of forest harboring enough prey for him to stop and rest a day or two before resuming his trek. Eventually he'll reach a national park or wildlife preserve where he'll find a home, room to roam, plenty of prey, females looking for a mate.

B Later he'll tackle South America, where landscapes are more diverse and challenging. Rabinowitz is encouraged, though, by his audiences' emotional response when he talks about jaguars — a response based on the animal's enduring aura of beauty, strength, and mystery. Indigenous peoples around Mexico's central plateau, and the Maya, farther south, incorporated the jaguar into their art and mythology.

C Environmentalists consider such a scheme the best hope for keeping this great New World cat from joining lions and tigers on the endangered species list.

D The jaguar is the only large, wide-ranging carnivore in the world with no subspecies. Simply put, this means that for millennia jaguars have been mingling their genes throughout their entire range, so that individuals in northern Mexico are identical to those in southern Brazil.

E There's shelter here, and plenty of food. He has sensed, too, the presence of females with which he might mate. But there's also a mature male jaguar that claims the forest — and the females. The older cat will tolerate no rivals. The breeze-blown scent of the young male's mother, so comforting to him when he was a cub, no longer binds him to his home.

F "We're not going to ask them to throw people off their land or to make new national parks," he said. The habitat matrix could encompass woodlands used for a variety of human activities from timber harvest to citrus plantations. Studies have shown that areas smaller than one and a half square miles can serve as temporary, one- or two-day homes — stepping-stones — for wandering jaguars.

G The next day the rancher finds the remains and the telltale tracks of a jaguar. He calls some of his neighbors and gathers a pack of dogs. The hunters find the young male and take their revenge.

Test 6 Reading Part 3 ANSWERS

You are going to read a newspaper article. For questions **13–19**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

A New Approach to Cooking

Popular TV presenter and journalist James May shares his unusual ideas on eating habits with readers.

For some time, I've been campaigning for a new departure in airline food.

The gist of it is this. The problem with airline food is that they try to do something a bit posh, with several courses drizzled with extra words, but then give it all to you on a tray the size of a mouse mat. Even at the pointy end of the aeroplane it's a bit of an elbows-in affair, but if you want to butter a bread roll in the cheap seats your neighbours will have to get up and stand in the aisle.

So what I'd like to see is healthy, balanced and nutritious food that can be eaten one-handed from one item of crockery. Every nation on earth can provide a 'signature dish' for its own airline: stews, hot-pots, casseroles, stir-fries, pasta, bowls of noodles, wraps and the cheeseburger are a few that spring to mind.

Everybody benefits from this scheme. The food is simpler to eat, and, above all, it's more straightforward to prepare and serve. There's more space on the little table for drink, and less packaging to fall on the floor. As there's less equipment involved, there can be more actual food, and clearing up will take no time at all.

But now I wonder if I haven't been, as usual, a bit unambitious.

How often do most people fly? Twice a year maybe, perhaps less. My mate Cookie has never been abroad, and is relatively unfamiliar with the pressurised carton of UHT milk. The idea needs wider social application for it to work. Now, as I have argued in previous articles, the reason cooking has become so popular, especially amongst blokes, is because the kitchen is the new workshop. Deprived of the requirement to hone his innate craft skills in wood or metal, the modern man turns to the formica worktop instead – previously this was more likely to be the woman's domain – and makes an intricate prawn cocktail. It involves tools, process and planning, and satisfies a natural desire to produce something.

I like fooling about in the kitchen, to be honest. I know you like it, too, because by far the biggest forum response I've ever had to a column (apart from the time you all fell out) was when I instigated a debate about the best way to make cheese sauce. The trouble, though, is that I'm really not very good at it. Last night, spurred on by too many visits to over-priced restaurants where I've eaten over-intellectualised dinners, I tried to do something a bit clever with liver, a selection of vegetables and some clever chemistry involving oils, herbs and spices. It was all right, I suppose. I mean, my guest and I both *ate* it, but in a slightly ashen-faced and awkward sort of way. It was all a bit brown.

More to the point, it took hours and hours that could have been better spent on something more constructive, such as mending the cooker, the door of which has dropped off. There are also three dead motorcycles in the garage, and they're not going to repair themselves. I have therefore revised my original scheme and yoked it to a new mantra in a "Strength Through Simplicity" style: one burner, one utensil, one implement. And the new arena of culinary progress shall be the garage.

I'm hoping to incorporate the notion of garage cooking in a forthcoming TV series and, as usual, would welcome any suggestions; anything suitable for consumption by a man who has one reasonably clean hand and one coated with something so toxic he'd rather not put it near his face. This is not, in fact, without precedent. I've been in a die-casting factory in India where the blokes baked exotic breads on the tops of hot machines, and they somehow tasted better for being a by-product of industrial endeavour. In former times, the foundry or the footplate of the steam locomotive afforded working men the opportunity to cook with the heat from the raging furnaces they attended. There is a great legacy of one-course, one-handed meals for us to draw on.

I imagine the garage café experiment would be very appealing to production engineers in car companies. It might also dispel the myth of men's inability to multi-task. What's the point of waiting for something to boil? In the garage, you can be stripping something down while that's going on. This way, the

artificial division between the kitchen and the garage – both workshops, after all – will be demolished, although 'her in the main bit of the house' might not be so keen on the idea.

I've made a start already. Tonight I've had an oil and filter change with a side of chain adjustment accompanied by beans 'n' sausages.

13 The writer's main objection to airline food is that it

- **A** does not taste as good as it should.
- **B** is described in over-complicated language.
- **C** comes in too small portions.
- **D** is presented in an inappropriate way.

14 The writer's main argument for his airline food suggestion is that

- **A** airlines could serve food typical of their own country.
- **B** airline meals would be better for passengers' health
- **C** it would make things easier for the crew.
- **D** there would be benefits for the environment.

15 The writer argues that men are increasingly interested in cooking because

- **A** they find it more enjoyable than making things with wood or metal.
- **B** they have fewer opportunities to create things than used to be the case.
- **C** it is now more socially acceptable for men to spend time in the kitchen.
- **D** women are generally spending less time cooking than they used to.

16 What do we learn about the meal the writer prepared?

- **A** He used a recipe for a dish he had eaten in an expensive restaurant.
- **B** His meals are usually much more successful than this one was.
- **C** It looked considerably better than it tasted.
- **D** It was a waste of time that he could have spent more usefully.

17 Why does the writer refer to 'Strength through Simplicity'?

- **A** It is the principle he intends to apply to cooking.
- **B** It suggests a masculine approach to cookery.
- **C** It reflects the simplicity and strength of his ingredients.
- **D** It is the name of his future TV series.

18 The writer uses the example from India to illustrate that

- **A** skills learnt in a factory can be applied to cooking a meal.
- **B** meals have previously been prepared in unusual workplace settings.
- **C** food cooked in this way tastes as delicious as that from a kitchen.
- **D** his inspiration came from a country well-known for its tasty food.

19 One reason why the writer says he likes his idea of garage cooking is that it will

- **A** show that men can do two things at the same time.
- **B** please his wife that he is helping with the cooking.
- **C** give him opportunities to improve his cooking skills.
- **D** enable him to spend more time in his garage.

Test 6 Reading Part 4 ANSWERS

You are going to read extracts from an article containing information about eight National Parks in the USA. For questions **20–34**, choose from the extracts (**A–H**). The extracts may be chosen more than once.

Mark your answers **on the separate answer sheet**.

In which extract are the following mentioned?

The wildlife in this area is different from that seen elsewhere.	20
The walks here can be difficult but not because of their length.	21
Scientific observations are carried out here.	22
This park has witnessed a difficult period in history.	23
You should make a point of visiting this park before one of its special features has disappeared.	24
Although this is considered an easy area to walk in, hikers still need to come prepared.	25
There is a less well-known viewpoint which is an excellent place to go.	26
Visitors like to come here at dawn.	27
A feature in this park got its name from an item of clothing worn by an imaginary character.	28
You are unlikely to feel alone in this area.	29
There are no places where visitors can stay overnight in this park.	30
The park owes its status to an important figure in American history.	31
The rock formations here resemble a certain area of a city.	32
Local people are making efforts to keep their history alive here.	33
It is possible to cover a lot of ground here in one day.	34

US National Parks

The United States National Parks stand as the natural wonders of the North American continent.

A Acadia National Park: Cadillac Mountain

Acadia National Park holds a symbolic place because its mountain peaks are the first places to experience sunlight every single day in the United States. In order to enjoy this spectacle, hikers walk two miles to the top of Cadillac Mountain. From this height, there are stunning views around the Atlantic coast. If you arrive early enough, you might be lucky enough to witness the ceremony of the Wabanaki honoring the sun. This particular ceremony is symbolic of the Native American tribe's efforts to reclaim and strengthen their heritage.

B Arches National Park: Park Avenue

Anyone who comes to this park will receive a lesson in geology. These natural sandstone arches and towers make one feel like they were planned to resemble Park Avenue in New York, hence the site's name. Walking round the area you will enjoy sights of rock pools, animal footprints and some sagebrush. The Park Avenue Hike is considered an easy one by the rangers but visitors are still advised to bring hats, water and supplies. With the right pace, hikers can finish walking around the area in one hour.

C Badlands National Park: Sheep Mountain Table

Prior to colonisation by modern day Americans, tribes of the Lakota and the Sioux Nation used the Badlands as hunting grounds for bison and other herd animals. The Battle of Wounded Knee took place in this region. It was the last conflict of its kind and is an event remembered to this day. To enjoy the Badlands, travel southwards to the Sheep Mountain Table and keep going until you reach the end of the ridge where you will see some extraordinary rock formations.

D Channel Islands National Park: Inspiration Point

These unspoilt islands compose the Channel Island group and each of them hosts an ecology of 150 animal species which are not found in any other location in the world. The harbor fox makes these islands its home and the waters surrounding them are roaming grounds for blue whales. The point got its name thanks to its inspiring beauty, a beauty so remarkable that a group of poets meet there every month to discuss their works. To get to the islands, you need to take an hour's boat ride. Unfortunately, camping, especially overnight, is not permitted. The boat will wait for you until you've had your fill of nature.

E Crater Lake National Park: Watchman Peak

The Crater Lake National Park is a large volcanic rock formation on the tip of the Cascade range in southern Oregon. According to experts the cataclysm that caused this was the eruption of a volcano called Mount Mazama some 7,700 years ago. The eruption was so violent that the mountain's walls collapsed forming the crater that holds the national park. Hike up the mountain to Watchman's Peak where a lookout tower has been monitoring volcanic activity since the 1930s. In the middle of the lake, there is an island called Wizard Island because it has the shape of a wizard's hat.

F Denali National Park: Sable Pass

One of Alaska's natural best kept secrets, Denali national park hosts one of the most interesting long hikes in the North American continent. Since the sun does not set in the area until midnight, you can make considerable progress on a single hike. The sights in this particular walk up to and through Sable Pass include grassy terrain containing willow brush. Once you cross Igloo Creek, Cathedral Mountain comes into view. Hiking through the pass is never a solitary experience even when undertaken on your own as many animals inhabit the area you will be walking in. Prepare to share space with moose, sheep, wolf, caribou and grizzly bear.

G Glacier National Park: Hidden Lake

Experts predict that the glaciers responsible for the beauty of Glacier National Park are melting away. Before much longer not a trace of these glaciers will be left which is considerably sooner than previously predicted. So do your best to take advantage of the park's views now while they are still there. A hike to the park's Hidden Lake is particularly recommended. This walk is relatively short, around 2 kilometers, but has a few challenging sections. Speak with the ranger before going on the trail as grizzly bears are known to cross it once in a while.

H Yosemite National Park: Sentinel Dome

In 1864 President Abraham Lincoln drafted a resolution that Yosemite Valley was to be preserved for the public. Thanks to him the rapids, geological stone formations and the sequoia towering over the area have been saved. Today, people meet around Glacier Point, easily the most famous spot, to enjoy amazing views of the park. However, for a less crowded destination that offers a 360 degree panorama of the features of Yosemite, the Sentinel Dome is a viable alternative. From the top of the hill, you will be able to see the famous rock formations known as the Half Dome and El Capitan as well as the Yosemite Falls.

Test 6 PAPER 2 Writing (1 hour and 30 minutes) Part 1 ANSWERS

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

---

1 Last weekend you took part in a sports event organised by your local sports centre. The sports centre is now considering whether to organise similar events in future and has asked you to write a report about your experiences.

Read the programme for the event on which you have made some notes. Then, **using the information appropriately**, write a report for your Sports Centre, commenting on the strengths of the event, suggesting what kind of people might be interested in attending similar events and recommending how it could be improved in future.

good for schoolchildren too?

HAMBLING SPORTS CENTRE

Weekend Event for 18–25-year-olds

Chances to try out different sports — tried lots e.g. ...

great! — Expert instructors for all sports

Join in competitions — table tennis not well organised

hard to hear — Talks: • Fitness for Different Ages

• Careers in Sport

• The History of Sport

Healthy eating – Q and A session — too short

Now write your **report**, as outlined above. You should use your own words as far as possible.

Test 6 Writing Part 2 ANSWERS

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **220–260** words in an appropriate style.

---

2 You see this announcement in a lifestyle magazine:

> *BETTER ENVIRONMENTS AGENCY*
>
> *We are looking for people to help with part-time environmental projects. Projects include tidying our towns and countryside, designing outdoor play areas for children, creating works of art to be displayed in the open air, improving public parks and gardens. Applicants must explain why this kind of work appeals to them. They should also say which kind of project they would be most suitable for and why.*

Write your **letter of application**.

3 You see the following on a communications website.

> *In the past people used to keep secret diaries. Now they write public blogs. We would like users of this website to write us a contribution explaining what they think the attraction of blogs is both for writers and their readers. Contributors should also describe one blog which they particularly enjoy reading.*

Write your **contribution**.

4 The college where you are studying has organised a competition for students with generous prizes of textbooks. Entrants must explain what made them choose their course of study and they should comment on the extent to which it has turned out to be what they expected. They should also explain how they plan to use their studies in the future.

Write your **competition entry**.

5 *Note that the following questions are designed to give you practice with answering a question on a set text whatever the text may be when you are taking the exam. In the actual exam each of the questions will be clearly related to one specific text only.*

(a) Your class teacher has asked you to write a report discussing the plot of *Text X*. Your report should consider the extent to which you found the plot both original and interesting. It should also explain whether you feel the plot is more likely to appeal to one age group than another.

Write your **report**.

(b) The drama teacher at your college is interested in dramatising a scene from a text that students have enjoyed to perform at an end-of-year concert. Choose one scene from *Text Y* and write a proposal suggesting that this scene be chosen for the concert. Explain why you think this scene would be appropriate and comment on how it could be made into an effective piece of drama for the college concert.

Write your **proposal**.

Test 6 PAPER 3 Use of English (1 hour) Part 1 ANSWERS

For questions **1–12**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.
There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** set **B** put **C** done **D** made

Answer:

0	A	B	C	D
	▬			

In just 30 days, you too can write a masterpiece

Or maybe not. National Novel Writing Month is **(0)** ..... to start very soon. Hundreds of thousands of **(1)** ..... novelists around the world will put pen to paper – or fingers to **(2)** ..... – hoping to turn out a 50,000-word book in only 30 days. The first such competition was **(3)** ..... 11 years ago when 21 friends in America decided they had to take drastic action if they were ever to **(4)** ..... their literary ambitions. Now up to 200,000 books are **(5)** ..... to be uploaded on the writing month website this year. And **(6)** ..... there are plenty of tales of great novelists spending years crafting their masterpieces, many of the literary world's most popular works were actually **(7)** ..... out in a few weeks.

Lindsey Grant, who helps **(8)** ..... the writing month website, said that 55 novels written under the scheme have reached publication. "The idea is to get the **(9)** ..... drafts of the novels down," Ms Grant said. "But many people then **(10)** ..... on to rewrite." Some time ago, author Sebastian Faulks wrote a James Bond thriller, Devil May Care, in only six weeks – using the same work pattern as Bond's creator, Ian Fleming. "I enjoyed the rush," he said. "There was a way in which my own **(11)** ..... to the finish line mirrored the chase of the plot. Novels that have been written quickly can retain a slightly torn-off, uneven **(12)** ..... , like life."

1	**A** hoping	**B** wishing	**C** intending	**D** aspiring
2	**A** software	**B** program	**C** keyboard	**D** monitor
3	**A** kept	**B** held	**C** spent	**D** passed
4	**A** gain	**B** achieve	**C** fill	**D** complete
5	**A** expected	**B** supposed	**C** considered	**D** thought
6	**A** provided	**B** however	**C** although	**D** because
7	**A** knocked	**B** kicked	**C** splashed	**D** pulled
8	**A** handle	**B** control	**C** run	**D** work
9	**A** crude	**B** plain	**C** odd	**D** rough
10	**A** go	**B** bring	**C** lead	**D** catch
11	**A** search	**B** pursuit	**C** race	**D** hunt
12	**A** factor	**B** quality	**C** feature	**D** value

Test 6 Use of English Part 2 ANSWERS

For questions **13–27**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: 0 | Y | O | U | | | | | | | | | | | | | | | | |

Toronto: Canada's Largest City

Everywhere **(0)** ..... look in downtown Toronto skyscrapers are rising. This new landscape of chrome and glass, unrecognisable from a couple of years ago, disorientates **(13)** ..... as I try to find the ferry terminal. When I eventually make **(14)** ..... across to Toronto Island, I'm rewarded with a view back to the mainland of the perfect North American pop-up city, seemingly growing **(15)** ..... my eyes.

Canada's largest city is developing fast; yet it has **(16)** ..... quite slow to shake off the atmosphere of conservatism that once earned it the label "Toronto the Good". It's only in the **(17)** ..... few years that the place has let its creative communities lead the way. This new confidence **(18)** ..... be seen everywhere: in new luxury hotels, innovative dining restaurants and pioneering design studios. Toronto **(19)** ..... days is not so much "good" **(20)** ..... "good-time".

The recent rise **(21)** ..... profile of the Toronto International Film Festival has helped. A permanent home for the festival has just opened and this will attract stars all year **(22)** ..... . The Art Gallery of Ontario, redesigned by architect Frank Gehry, a native of the city, is **(23)** ..... of his rare home-grown projects.

Just **(24)** ..... the border, the cities of the US seem to **(25)** ..... currently stagnating, but in Toronto the appetite **(26)** ..... upgrading thrives. The "Fashion Mile" shopping district has had a major facelift. Last but certainly **(27)** ..... least, Union Station is undergoing a C$200 million renovation that should allow it to experience the sort of glory enjoyed by Grand Central in New York.

Test 6 Use of English Part 3 ANSWERS

For questions **28–37**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 | V | A | R | I | E | T | Y |

Unusual degrees

The range of subjects that students can study at university these days includes a far greater **(0)** ..... of subjects than there used to be. If you look at what is available	**VARY**
in more detail it soon becomes **(28)** ..... that there is one quality the majority of	**APPEAR**
them share: that is, a bold attempt to plug a niche in the job market for graduates with practical **(29)** ..... in the most unusual of specialisms. It is this priority that	**EXPERT**
has given rise to a two-year course in crime **(30)** ..... . There are places for 16	**DETECT**
students to start this unique degree in the autumn, combining **(31)** ..... studies	**THEORY**
of criminology at university with hands-on experience of police work. Many of the new options available in the arts and **(32)** ..... are equally vocational in their focus, as	**HUMAN**
is exemplified by such new **(33)** ..... as window-dressing and events organisation. The	**QUALIFY**
latter of these is not **(34)** ..... to a range of other courses in that it has chosen to shun	**SIMILAR**
a traditional campus teaching environment in favour of a more industry-like **(35)**	**SET**
Classes will take place in a docklands workshop which is reverting to its **(36)**	**EVOKE**
19th century name, the 'Galvanising Shop'. The course is proving popular and **(37)**	**APPLY**
are likely to face strong competition for places.	

Test 6 Use of English Part 4 ANSWERS

For questions **38–42**, think of **one** word only which can be used appropriately in all three sentences.
Here is an example (**0**).

Example:

0 My sister's very ..... with advice but she never seems to act on it herself.
They promised to let us know as soon as the manager was ..... to talk to us.
Entrance to the museum is ..... for schoolchildren.

Example:	0	F	R	E	E															

Write **only** the missing word **IN CAPITAL LETTERS on the separate answer sheet**.

---

38 There was a ..... drop in temperature at the end of the week.
We were ordered to arrive at six o'clock ..... .
Bird-watchers need to have ..... eyes.

39 There's a ..... possibility that Greg may not finish the work tomorrow.
Mark is recovering well from his operation but he's not yet ..... enough to return to work.
Everyone on the appointments committee agreed that Tessa's application for the marketing position was particularly ..... .

40 The eruption had covered the town with a ..... layer of dust.
The flats are very small, which makes them ..... for one person but not for a family.
The weather forecast said it would be ..... for most of the day.

41 The police caught Simon speeding and have decided to ..... him.
Is that a bull in the field? – I hope it won't ..... us.
You'd better ..... your laptop this morning.

42 Look at Joe in that tree; I hope the branch will ..... his weight.
Let's ..... a meeting to discuss the proposal in more detail.
If there's a scratch on the car this evening I'll ..... you responsible.

Test 6 Use of English Part 5 ANSWERS

For questions **43–50**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (**0**).

Example:

0 Free membership of the gym is offered to all hotel staff.

PROVIDES

The hotel ..... membership.

The gap can be filled with the words 'provides all staff with free gym', so you write:

Example:	**0**	PROVIDES ALL STAFF WITH FREE GYM

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

---

43 Pete finds it very satisfying to play the violin.

LOT

Pete gets ..... the violin.

44 Patrick maintains that he kept his word that he would not tell anyone Jane's secret.

PROMISE

Patrick denies ..... Jane's secret.

45 The first thing Suzie does on waking is open the curtains to see what the weather is like.

SOON

Suzie opens the curtains ..... to see what the weather is like.

46 For a long time José found it strange to drive on the left in Britain.

USED

It took José a long time ..... on the left in Britain.

47 It doesn't seem to me as if Louise is worried about her course.

TELL

As ..... , Louise isn't worried about her course.

48 A series of poor harvests led to many families leaving the island for good.

REASON

A series of poor harvests ..... left the island for good.

49 Jack said he didn't know what sort of person Tessie was.

IDEA

Jack said he ..... like.

50 They would never make a decision so quickly again.

MINDS

Never again ..... so quickly.

Test 6 PAPER 4 Listening (approximately 40 minutes) Part 1 ANSWERS

tapescript

06 You will hear three different extracts. For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear a husband and wife discussing their plans for the weekend.

1 What does the woman think of her husband's suggestion?

A She has a few reservations about his idea.
B She is horrified by his idea.
C She finds the idea exciting.

2 What do they decide to do in the evening?

A have a meal in a restaurant
B go to hear a band
C relax at home

Extract Two

You hear two people discussing an opinion poll.

3 What was the subject of the poll?

A people's attitudes to a current social problem
B people's views on a television programme
C people's opinions about a proposed development

4 What does the woman think about the poll?

A It did not ask the right questions.
B It was just a publicity exercise.
C It wasted her valuable time.

Extract Three

You hear two people talking about a website.

5 What does the man want the woman to do?

A advise him about how to improve his website
B discuss some ideas for a possible website
C prepare some pages for a new website

6 What problem does the woman have with doing what the man wants?

A She is not able to do it as quickly as he would like.
B She is currently having problems with her computer.
C She does not have all the information she would need to do the job.

Test 6 Listening Part 2 ANSWERS

tapescript

07 You will hear a woman called Harriet O'Neill talking about a holiday tour of South Africa.

For questions **7–14**, complete the sentences.

Visiting South Africa

Harriet was interested in visiting South Africa because her [ ] **7** lived there as a child.

The main reason she decided to go to South Africa was to be present at some [ ] **8**

She organised the trip through a company called [ ] **9**

The [ ] **10** was the first thing that struck Harriet about South Africa.

The [ ] **11** were the animals that she most enjoyed seeing at the safari park.

She stopped to visit a [ ] **12** on the east coast.

She recommends [ ] **13** as a good month for tourists to visit South Africa.

Harriet says that she felt [ ] **14** after her holiday.

Test 6 Listening Part 3 ANSWERS

tapescript

CD 3 08 You will hear a website interview with a fashion designer called Sam Tait. For questions **15–20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

---

15 How does Sam explain her interest in fashion design?

- **A** Her parents were both in the fashion industry.
- **B** She was encouraged to develop her natural enthusiasm.
- **C** She always took an interest in her own clothes.
- **D** She had a very good sewing teacher at school.

16 Sam says that she changed the focus of her college studies because

- **A** she developed a new passion.
- **B** she began thinking more about her potential career.
- **C** she attended some classes given by an inspiring teacher.
- **D** she lost her initial enthusiasm.

17 What does Sam say about her apprenticeship experience?

- **A** It came in very useful when she started her own business.
- **B** What she learnt was more valuable than anything she did at college.
- **C** That kind of experience should be a compulsory part of college courses.
- **D** She is grateful to her tutor for finding her such a good placement.

18 What aspect of her personality does Sam say attracted her to fashion design?

- **A** a wish to look attractive
- **B** an interest in people
- **C** a certain shyness
- **D** a love of colour

19 How could Sam's views on fashion be summed up?

- **A** First and foremost fashion should be functional rather than artistic.
- **B** Fashion is a good way of expressing different moods.
- **C** The aim of fashion is to make people look better.
- **D** Fashion is a way of bringing art into our daily lives.

20 What point does Sam make about her fashion business?

- **A** Everything she produces is hand-made.
- **B** She conducts her business according to her principles.
- **C** It allows her to spend her life doing what she most enjoys.
- **D** She is lucky that she has been able to make her fortune.

CD 3 09 You will hear five short extracts in which people are talking about friendships.

TASK ONE

For questions **21–25**, choose from the list (**A–H**) where the speaker first met their friend.

TASK TWO

For questions **26–30**, choose from the list (**A–H**) why the speaker values this friend.

While you listen you must complete both tasks.

A	at school	Speaker 1	21	**A**	because of their sense of humour	Speaker 1	26
B	at a relative's home			**B**	because they're a good listener		
C	at a sporting event	Speaker 2	22	**C**	because of a shared hobby	Speaker 2	27
D	at a party			**D**	because they are very loyal		
E	on holiday	Speaker 3	23	**E**	because they have similar plans	Speaker 3	28
F	at a weekend job			**F**	because of their honesty		
G	in a shop	Speaker 4	24	**G**	because of their positive outlook	Speaker 4	29
H	on a train	Speaker 5	25	**H**	because they have shared a difficult experience	Speaker 5	30

Test 6 PAPER 5 Speaking (15 minutes) Part 1

Part 1 (3 minutes, 5 minutes for groups of 3)

The interlocutor will ask you some questions about yourself, your home, work or studies and familiar topics.

Good morning/afternoon/evening. My name is ..... and this is my colleague, ...

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

- Where are you from?
- Do you know when your family first started living there?
- What do you do?
- How long do you plan to do that for?

The interlocutor will then ask you some questions about one or two other topics, for example:

- How much TV do you watch?
- What advice would you give someone planning to start studying your language?
- How do you feel about flying?
- Tell me about a special meal you recently had.

Test 6 Speaking Part 2

Part 2 4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor, one is Candidate A and one is Candidate B. The interlocutor should lead the task using the script below. Refer to the pictures on pages C22–C23.

The interlocutor will give you three pictures and ask you to talk about two of them on your own for about a minute. You will then be asked a question about your partner's pictures which you will need to answer in no more than 30 seconds.

Interlocutor: In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(*Candidate A*), it's your turn first. Here are your pictures. They show **people learning things**.

I'd like you to compare two of the pictures and say **why the people might be learning these things and how they might be feeling about the experience**.

.....

After 1 minute Thank you.

(*Candidate B*), **which of these learners might be finding their task most difficult? Why?**

.....

After approximately 30 seconds Now (*Candidate B*), here are your pictures. They show **people doing unusual leisure activities**.

I'd like you to compare two of the pictures and say **why you think the people might have decided to do these activities and what you think their families might think about their doing these activities**.

All right?

.....

After 1 minute Thank you.

(*Candidate A*), **which of these leisure activities appeals to you most? Why?**

.....

After approximately 30 seconds Thank you.

Test 6 Speaking Parts 3 and 4

Part 3

3 minutes (5 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on page C24.

The interlocutor will give you and your partner a set of pictures to discuss together for about three minutes. You will be asked two questions based on the pictures and you have to talk together to try and reach a decision.

Interlocutor: Now I'd like you to talk about something together for about three minutes.

The pictures on page C24 show aspects of city life.

First, talk to each other about **what advantage or disadvantage of city life each picture suggests**. Then decide **whether you think the advantages of city life outweigh the disadvantages or vice versa**.

All right?

.....

After 3 minutes Thank you.

Part 4

4 minutes (6 minutes for groups of three)

Work in groups of three if possible. One of you is the interlocutor and the other two are candidates. The interlocutor should lead the task using the script below. Refer to the pictures on page C24.

The interlocutor will ask some more general questions which follow on from the topic in Part 3.

- What can be done to help solve the problems of pollution in modern big cities?
- To what extent do you think that people in cities today have lost touch with nature?
- People in cities are much less likely to know their neighbours than people who live in the country. In what ways does this affect their lives?
- Do you think it's possible for people who live in cities to have a sense of community?
- How do children brought up in the city differ from those brought up in the country?

Interlocutor: Thank you. That is the end of the test.

Test 1 Key

Reading Part 1 back

Training: Different types of text

1 advertisement: Positive expressions like 'even more powerful' as well as the topic of the text make this clear.

2 news item/report: The factual way in which the event is reported (the kind of details that are provided, e.g. about the couple's age) are typical of a popular newspaper.

3 fiction: The focus on the writer's feelings, e.g. 'split my heart down its seam' and the use of simile: 'their wings shining like bits of chrome in the dark' are typical of a piece of fictional writing.

4 academic article: The use of words and expressions such as 'literature review', 'industry wage equation', 'industry average education' and 'studies reviewed' suggest an academic text.

5 tourist brochure: The combination of interesting factual information about the area's history and the positive description of the scene, e.g. 'sits just above the magnificent white beach' is characteristic of this genre.

Different types of question

1 **D** The main impression that the advert wishes to give is that there is a sound reason why the product is effective 'leaves a long-lasting invisible shield that keeps new dirt and grime from really sticking'. *Distraction* A: although the text says the product is easy to use it does not make claims about how quick it is to use; B: the advert does not go so far as to say that you will actually enjoy using it; C: the advert does not say that no other cleaning product will be necessary.

2 **A** The short sentences which do not always have a subject and main verb are typical of conversational language. *Distraction* B: sentences without verbs or subjects would not be found in scientific reporting; C: although the claims the advert is making might turn out to be exaggerated, the language itself is simple, not exaggerated; D: the topic of the text is unlikely to be treated in a literary way.

3 **C** It is clear from the text that the boat is on the slipway. *Distraction* As they are between the boat and the car (so A and B are wrong) then they must also be on dry land rather than in the water (so D is wrong).

4 **B** *Distraction* A: the car would not have rolled down the slipway if it had not been fixed to the boat; C: it is the boat pulling the car into the water, not the car pulling the boat; D: the couple were attaching the boat rather than detaching it.

5 **D** The phrase 'watch the show' suggests that she is interested in watching them as if they are a theatre performance. The use of 'would' in the first sentence also suggests that it is something which she habitually chose to do. *Distraction* A: although many people in this situation would feel afraid that bees would sting them, there is nothing to suggest that this is the case here; B: although the writer comments on the noise the bees make, 'a high-pitched zzzz …', she sounds fascinated rather than annoyed by it; C: she simply explains how they got into her room, they 'squeezed through the cracks …' without expressing any surprise that they are able to do this.

6 **C** The phrase 'just flying for the feel of the wind' suggests that the bees enjoy the feeling and that is the simple reason for their flight. *Distraction* A: we don't know whether the writer finds them powerful or beautiful, merely that she is fascinated by them; B: it is simply stated that the bees here are 'not even looking for a flower'; D: there is nothing to suggest that the bees are trying to find their way out of the room.

7 **B** The topic of the text – the relationship between wages and other factors such as industry characteristics and education – is clearly one that is most likely to be found in an economics textbook, rather than a psychology, mathematics or computer programming one.

8 **B** The last sentence of the text clearly gives the answer here.

9 **B** The whole of the first paragraph is focusing on the village's age whereas the beauty of the site, and its architecture are only mentioned briefly.

10 **C** The final sentence of the first paragraph provides the answer to this question. *Distraction* The involvement of historians came after the storm had uncovered the village; D: the site was 'abandoned' rather than used for farming as the needs of the local community changed.

Exam practice back

The theme of all three texts is advertising.

1 **C** The other answers are too general – this piece is focusing on one specific product. *Distraction* A: a comparison of TV commercials with other means of marketing (salespeople) is only mentioned in the last sentence; B: the text is about more than just the gadget – 'But it was more than that'; D: TV commercials are not compared with other adverts (only 'pitchmen' – i.e. salespeople).

2 **B** The phrase 'slicing vegetables' in the second sentence gives the answer.

3 **D** The final paragraph makes this point very clearly. *Distraction* A: although there is a focus on style in the advert, it does not discuss prices; B: installation issues are not mentioned in this text; C: the focus is on the interior rather than the exterior of a home.

4 **A** As 'hottest' is used to describe 'trends' this suggests the answer will be A. *Distraction* B: the shutters are 'perfect' for 'year-round living', not particularly the summer; C: what people think of them generally is not discussed; D: the text only mentions that the shutters can 'help keep your home cool'; it doesn't mention anything about keeping them warm.

5 **B** The text states that 'there were no breaches in online media'. *Distraction* A: the focus of the report was not to see how things had improved since the law changed in 2007 but to check whether companies were obeying the new regulations. Also it is stated that 'the food and soft drink sector continues to act responsibly'; C: no information is given about whether there is more or less advertising to promote healthy eating; D: it is stated that 'only seven' (out of 1,110 ads) broke the rules.

6 **D** This is correct as it does not go against any of the rules. *Distraction* A: it is encouraging children to drink near bedtime; B: it is encouraging extra consumption to get a promotional offer; C: it is encouraging them to eat frequently throughout the day.

Reading Part 2 back

Training: Useful language: working with reference clues

1 *You may have underlined more than these phrases – in a well-constructed piece of writing most of what is written will help in some way to develop the structure of the text.*

1 *Before gap:* some people really, really like trees. The staff of the Woodland Trust, for example.
After gap: How can this possibly be?

2 *Before gap:* once global warming kicks in … more grateful
After gap: For example, the Woodland Trust goes on to argue

3 *Before gap:* a more attractive environment for businesses and their staff
After gap: Given such striking benefits

4 *Before gap:* it seems unlikely
After gap: All the same

2 1 Relationship between trees and health of city people.
2 Economic benefits of trees in cities.
3 More examples of trees' benefits.
4 Something to suggest report may be overstated.

3 *Suggested words and phrases to underline:*
A Before that happens, however, they; And there are other economic advantages too.
B Besides, some of the report's claims are a bit shaky … maybe being kind to urban wildlife isn't as valued as it might be.
C Business covered; reducing blood pressure, raising self-esteem … controlling behavioural problems
D "We need more native trees and woods in urban areas," insists the Trust's report; even save lives, possibly.

1 D 2 A 3 C 4 B

Exam practice back

7 E 'this walk' in the first sentence of E relates back to the 'sound walk' in the preceding paragraph. The final sentence of E:'other sounds will emerge' is related to the first sentence of the next paragraph: 'But will we then like what we are then able to hear?'.

8 A The previous paragraph ends with a question and so what follows must be an answer to that question. Also 'straightforward' in A relates back to 'How easy …' before the gap. The paragraph goes on to point out that things are much more complicated now. In other words, it answers the question before the gap in more depth. The final sentence of A also connects well with what follows because it implies a problem with what was done in the past: 'we tended … rather like lab animals' and the first sentence of the next paragraph explains why that is a problem: 'However, human response … is complicated'.

9 G The paragraph before the gap introduces the concept of sound maps. G gives an example of a sound map in practice. The question at the end of G suggests a problem with the use of sound maps. The paragraph which follows goes on to mention further problems with them: 'More importantly, perhaps, this map ignores …'; 'Moreover it is impossibly …'.

10 D The first phrase in D: 'Despite these problems, the crude noise maps …' clearly sums up the preceding section of text. The end of the first sentence of D: 'drive policy' links closely to the reference to the 'political agenda' at the beginning of the next paragraph. The 'Yet' at the beginning of the next paragraph points to the contrast between the negative effects of noise (listed in D) and the fact that these are not 'high on the political agenda'.

11 B The beginning of B: 'Fortunately this may not be … because another problem with decibel measurement …' relates back to a specific decibel measurement which was the focus of the previous paragraph. Also the words at the end of B about 'these positive sounds being considered' is referred back to at the beginning of the next paragraph with the words 'Some researchers … by …'.

12 F 'these models' at the beginning of F relates to 'computer algorithms' from the previous paragraph. F goes on to talk about 'block the sources out of noise' and this idea is continued in the first words of the following paragraph: 'Once we have lessened the noise, though, …'.

Reading Part 3 back

Training: Tips

1 B 2 B 3 B

Using the title

Suggested answers

1 limiting the number of planes taking off and landing
2 an exhibition involving two different cultures or contrasting ways of life in some way
3 the thoughts of a financially successful young person
4 clothes that will make you feel good
5 how to take good photos
6 how the way food is placed on the plate affects enjoyment of a meal

Working out meaning from context

1 1 'perched' must mean either standing or sitting – as the person is on a ladder [perch = be in a high place].
2 'at the behest of' must be 'on the orders of' or 'at the request of' – the editor is the person in charge of a newspaper (or magazine, book, etc.).
3 'tricky' must mean something like 'difficult' – as people need to be helped to understand the concepts.
4 'canine' must mean 'dog' – the phrase 'dog trainers' relates to the phrase 'canine discipline'.
5 'disseminate' must mean 'distribute' or 'spread' – an understanding of this is helped by the words 'popular' and 'thousands'.
6 'surged' must mean 'grew rapidly' – the words that help this understanding include 'thanks to', 'enthusiastic report', and '8,000 within an hour'.

2 1 a green = concerned with the environment
b We associate green with nature and the environment as trees and plants are largely green.
2 a web = network of websites all over the world
b A web is the structure made by spiders to trap insects. It consists of many almost invisible threads all linked together. The image of invisible interconnecting links mirrors the structure of the Internet.
3 a hit = act of someone accessing a website
b It resembles someone physically touching someone or something
4 a to surf the Internet = to go from one website to another
b It suggests movement and pleasure like the sport of surfing.
5 a search engine = programme like Google that allows you to find websites dealing with particular topics
b The original meaning of 'engine' is something powerful that enables you to do something important.
6 a software bug = problem in software stopping it from working properly
b 'Bug', which normally is a colloquial word for 'insect', can also be a colloquial word for an illness. The connection is perhaps that illnesses are sometimes spread by insects. The connection between an illness and software bug is that both are an obstacle to ideal performance and need to be cured.
7 a computer virus = problem that is passed from one computer to another
b This movement between computers resembles a virus or illness that passes rapidly from one person to another.
8 a viral email = email with some amusing or otherwise interesting content that a person shares with a lot of their other contacts, making it circulate very rapidly
b its circulation resembles the spread of a viral infection or illness among the population

Useful language: paraphrasing

1

straightforward	simple
mimic	imitate
illustrate	show
key	essential
organise	arrange
surprising	unexpected
idea	concept
amusing	entertaining
find out	discover

2 *Suggested answers*
1 It should be simple/easy to find out who initially sent the email.
2 We've organised to film the dogs in the next few days.
3 Jake gave me a very important/essential bit of advice – to send my link to a successful blog.
4 The scientists were surprised to make a major discovery so soon.
5 Her act was so amusing that we pleaded with Jane for more.

Exam practice back

13 C This is correct because the text is referring to the writer's attempts to make a 'video viral', i.e. the kind of video that people send on to one another so that it spreads very quickly. *Distraction* The phrase 'the viewfinder of my video camera' in the first paragraph makes it clear that the writer is making the film and so B and D are not correct. Although dogs are mentioned (golden retrievers are a type of dog), there is nothing to suggest that he is getting them ready for the video, so A cannot be correct.

14 D The answer is given in the sentence 'Go and find out why some videos go viral'. *Distraction* A: the editor talks about the writer becoming Internet famous but not both of them; B: YouTube is mentioned but there is no discussion about why it became so successful; C: the editor doesn't ask him to film the dogs – that is what the writer himself chooses to do.

15 C 'Grooming' is the term used to describe the way apes, for example, pick insects out of each other's fur. Although this is unlikely to be a term that you know, the context makes it clear that it is referring back to the previous sentence (beginning 'She argues that …') where the habit is explained. An expression with 'such' is likely to refer back to something that has just been mentioned so it is appropriate to look back at the previous sentence and think about what from there would make sense in the context.

16 C The answer is given in the sentence 'A video reflects on the person who sends it … it makes them look cool, too'. 'In addition' in the text links with 'further' in the question. The point which follows 'in addition' relates to the way in which people share videos to 'show their position'. *Distraction* B: people use videos more to make themselves 'look cool' rather than to share their ideas.

17 C The title of the video 'Pets Teach Science' gives the answer away but it is also explained more fully in Paragraph 5 which deals with the contents of the first episode.

18 A 'Sneezer' is explained in Paragraph 6. Paragraph 7 makes it clear that it was the local London paper, *Metro*, which acted as a 'sneezer' for the writer.

19 B This question tests your understanding of the piece as a whole. *Distraction* Although he suggests that viral videos may not always be that difficult to produce and he shows some of the tricks that viral video makers use (using pets, for instance and also the services of a 'sneezer'), A and D are not correct; Although his own video certainly has an educational content, C is not correct because education was not his main purpose. His task was clear at the start: 'Go and find out why some videos go viral. What makes people share them?' (Paragraph 2).

Reading Part 4 back

Training: Reading the questions

1 *Suggested answers*
1 a character with a resemblance to a real-life celebrity
2 a story that is partially based on the author's own childhood
3 a book which has been not very successfully adapted to another medium
4 a story that has an unexpected twist at the end
5 a gripping book with an eccentric main character
6 a detective story which holds the reader's attention until the very last page
7 an over-complicated and not totally convincing plot
8 a story which is set in the past but has a modern feel to it

2 *Suggested answers*
1 looks like / be similar to / reminds the reader of / must surely have been based on
2 autobiographical
3 film/cinema (though of course it could be a play, a musical, or even an opera)
4 unusual turn of events
5 'thrilling', 'spellbinding' and 'engrossing' are all synonyms of 'gripping'
6 probably through a reference to some unusual act or habit of the person
7 crime fiction
8 to the very end
9 too complex/convoluted
10 by saying that the story was not believable/realistic/ true to life
11 by referring to it as historical fiction or, more likely, by mentioning the actual period in which the story takes place
12 by suggesting that the characters behave in a contemporary or 21st century way, perhaps

Scanning

1 Erica Wagner 2008 Michael Crichton *Jurassic Park* 1990 *ET* *The Andromeda Strain* 1969 Carl Sagan *Contact* 1985 Jodrell Bank Observatory Cheshire 1997 Jodie Foster Mary Shelley *Frankenstein* 1818 Richard Holmes The Age of Wonder

2 **1** Erica Wagner **2** *Frankenstein* **3** *Jurassic Park* (though we are not given the date for ET) **4** Jodrell Bank Observatory **5** *Jurassic Park*, its film spin-offs, *ET*, *The Andromeda Strain* **6** *The Andromeda Strain* **7** *Contact* **8** no one's – it was first published anonymously **9** 1985 **10** Richard Holmes **11** 1818-ish – time when Mary Shelley was writing **12** 2008

Exam practice back

20 A 'He's a likeable guide, chatting enthusiastically to local residents.' *Distraction* E: Although the text says the central character 'means well', there is nothing about him being friendly.

21 E 'can't help keeping secrets from his wife and kids'

22 E 'The director of this film also plays its central character'

23 D 'it lacks the sort of visual intensity …'

24 B 'Its action scenes … and so were hardly worth the expense.' *Distraction* C: although this film is also 'high budget', the writer doesn't suggest it was worth the money. In fact, s/he says 'this is definitely a film you should consider for a family outing'.

25 C '… it drags in places and ends up rather more drawn-out than it needed to be'.

26 D '… escapes from his bad-tempered parents … and refusing to come down.'

27 B 'is intended as a proper action movie for today's youngsters'. *Distraction* C: it is aimed at the family market rather than the youth market; D: although it is about a teenager, it is not presented as being specifically for youngsters.

28 C '… remake of the 1994 film … generally provides decent entertainment … Its main weakness …'. *Distraction* 'Car heroes' is also a remake, but of a TV series.

29 A '… documentary … popular lead singer … in search of a long-lost relative'.

30 C 'a bullied boy who gets his own back by learning judo'.

31 **A** 'informative about Australian history'.

32 **D** 'was not deliberately made to be a parody of cinema pretentiousness although it could certainly be interpreted as such'.

33 **E** '... is easy to watch, mainly thanks to the surprisingly powerful performances of the two main characters'.

34 **B** '... for those of us who remember the 1980s television series'.

Writing Part 1 back

Training: Identifying types of writing

1 1 A, C, D

2 C, D. Sometimes A – though this is more likely in longer articles than you will be required to write in the exam.

3 B. Although C and D might well be accompanied by a letter beginning *Dear ...*, they themselves do not begin in this way and in the exam, there is no need to write the letter or note accompanying a proposal or report.

4 A, B, C and D. All the extended writing that you do in the exam must be organised into distinct paragraphs.

5 C. Articles, letters and reports may often aim to persuade too but a proposal is by definition aiming to persuade its readers.

6 B, C and D. These are all written for specific people while articles are written for a much less clearly defined audience.

7 D

8 C, D. Many letters and articles are written in neutral or formal styles but there are also many letters and articles that are written in an informal style – it all depends on the specific context.

9 C, D. Formal letters also often begin with this kind of overview. Articles and informal letters are much less likely to open in this way – although it may sometimes happen that they do.

10 A. Although the writer will probably try to begin all pieces of writing in an interesting and appropriate way, it is particularly important to open articles in a way that will catch and hold the reader's interest, as otherwise the reader will simply not read on. They are much less likely to give up reading a letter or a report or proposal.

2 The answers give the most likely text type for the sentences to have come from. However, it is also possible for some of them to have appeared in other text-types as well. Sentences 4 and 8, for instance, could also have come from a letter and Sentence 5 from a report.

1 letter **2** In; report **3** at; letter **4** of; article
5 for; proposal **6** on, in; article **7** on, at / in; letter
8 Despite, in, in; report **9** on, with; proposal
10 to, of; report

Understanding how writing is assessed

1 1 D 2 F 3 B 4 A 5 C 6 E

2 I am writing this article to discuss about the advantages and disadvantages of building a new theatre at the college. Firstly/First, I would like to draw your attention to the fact that our college has had a drama department for the last ten years and yet it still doesn't have its own theatre. This means that drama students must to put on their productions in a theatre in the city, which is expensive and, of course, not very convenient either.

3 *Suggested answer (alternatives are possible)*
I would recommend that you choose Brown's Hotel for your holiday. We had a very enjoyable time there last year. The rooms were spacious and attractively furnished, the food was delicious and the staff were very helpful too. It's central so there are plenty of shops, museums, theatres and other tourist attractions within easy walking distance.

4 *Suggested answers (alternatives are possible)*

1 This is too formal for a letter to a friend (though someone might write it for ironic or humorous effect).
Would you like to come to the theatre with me next Saturday?

2 Too informal – it would be inappropriate to use contractions or to omit subject pronouns in this kind of writing.
I would strongly recommend that you implement the suggestions in this proposal as I feel they would bring considerable benefits to the project.

3 Part of register is thinking about your audience – this is an international magazine so you need to let the readers know from the very start which city you are writing about. The long and not very 'tight' sentence structure also makes it feel more like spoken rather than written language. Similarly, the use of vague expressions such as 'not a bad idea' and 'pretty easy' also sound more typical of spoken than written English. Such expressions are particularly unlikely to be used in an article where the writer is trying to interest his or her readers.
Nagold is a picturesque little town in the heart of Germany; its flatness and compactness make it the perfect place to walk around so that – fortunately – its chaotic public transport causes fewer problems than you might expect.

4 This feels like a mix of registers – 'I'd love to' is informal whereas 'adequate time' is rather formal. Mixing registers in the exam will be penalised unless it is done for deliberate effect in, for example, an article or a review. The suggestion below is written in a rather formal style.
As requested, I have written a brief report of the workshop. However, if you would like me to address any of the points raised above in greater detail, then I should be happy to do so.

5 1 a brief description of the donation, an outline of each of the three options with comments on their positive and negative aspects in accordance with the notes on each, a recommendation of one option (most likely to be the guest speakers though another choice could be made, provided it is justified)

2 article for club magazine

3 Should have a title. Must aim to attract and keep readers' interest and so should open in an interesting way and should finish effectively too.

4 It's a club magazine and so the register is likely to be neutral; however, it is more likely to have an element of informal rather than formal language.

5 five
1 explanation of the donation
2–4 paragraph for each of the three options
5 conclusion – giving personal recommendation
6 The aim will be to interest and inform the readership and also to persuade them that the writer's choice of option is the most appropriate one.

Writing Part 1 back

Exam practice

1 1 positive comments on the course (dealing with good lessons, international students, small classes, good facilities, with an example of these)
negative comments on the course (amount of homework, lack of social activities)
an explanation of why the writer would (or would not) recommend the course for other students

2 a report

3 title
headings
clear statement of purpose at the beginning

4 neutral to formal (informal is not suitable for a report, although a report to a familiar person does not need to be in excessively formal language)

5 4
introduction
strengths
weaknesses
recommendation

6 You'll want the reader to feel s/he has clear information about the course's good and bad points and you'll also probably want to persuade him/her that your recommendation is appropriate.

2 *Suggested answers*

1 the classes were excellent / the teaching was first-class
2 classmates from all over the world
3 groups of not more than ten students
4 modern and well-resourced buildings
5 we were given a lot of exercises to do in the evenings, preparing for the next day's lessons, writing compositions and the like
6 not much was organised for us in the evenings – no parties or trips to the cinema, for example

Advice

Strengths = good lessons, students from lots of countries, small classes, good facilities

Weaknesses = too much homework, few social activities

There are more strengths than weaknesses so you are more likely to recommend the course.

You could say, for example: 'Most of us particularly enjoyed the pronunciation lessons and felt we learnt a lot about using stress and intonation in English. We also benefited a great deal from the reading lessons when we studied really interesting modern short stories'.

You could say, for example: 'The college buildings were modern and had up-to-the-minute resources. We were taught in well-equipped classrooms and made good use of an extensive library and a state-of-the-art IT suite'.

3 (report)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Summer English Course

The 35 students who attended this summer's English course at Littleton College have discussed our experience and the following are our conclusions.

Strengths

On the whole the course was excellent. The teaching was very impressive and we all felt we learnt a great deal from the pronunciation lessons and from the emphasis that was put on vocabulary development. We enjoyed the opportunity to communicate with students from all over the world. There were only ten students in each class and so we had plenty of chances to speak. The college also had a very well-equipped IT suite.

Weaknesses

The main aspect of the course that we were in general less enthusiastic about was the fact that we were given a large amount of homework every night. This meant that we were not able to take advantage of opportunities for informal contacts in the evenings with English people and other students. The college also failed to provide much in the way of a social programme, which was disappointing.

Recommendation

All in all, we have no hesitation in recommending that this school should continue to send students on courses at Littleton College. We all agree that we have benefitted enormously from the lessons we attended there.

Notes

- *Use of appropriate headings reflecting the points specified in the task*
- *Opening statement gives a clear introduction to the report – no need for more detail as the target reader is familiar with the situation*
- *All the points from the Meeting notes are taken up in the report*
- *Examples are given of lessons that were liked and facilities that were good*
- *Good range of vocabulary and structures used*
- *Words from the question paper are changed – 'great lessons' become 'impressive teaching', for example*
- *Appropriate register – neither very formal nor very informal*
- *The report ends with a clear recommendation*
- *No language errors*
- *Correct length*

Writing Part 2 back

Training: Identifying *what*, *why* and *who*

1 *Suggested answers*

Note that all of these text-types involve writing in well-constructed, clear paragraphs.

1 article / contribution to a feature **2** competition entry
3 report **4** proposal **5** essay **6** information sheet
7 review **8** letter of reference/application

2 *Points to deal with:*

2 how to persuade Sam's parents that he's not too young
how to persuade Sam's parents that travelling would benefit his studies
acceptance or refusal of invitation

3 opportunities for voluntary work
reasons why voluntary work benefits the volunteer
reasons why voluntary work benefits the community

3 a describing the event, the person and what you would ask
giving reasons for choice of event
persuading the reader that you would make a good sports journalist

b suggesting how to persuade Sam's parents
justifying the value of travel
accepting or refusing an invitation

c giving information about the opportunities for voluntary work
evaluating the benefits of voluntary work for both volunteer and society
persuading students to become involved in voluntary work

4 a You are writing for the judges of a competition. You therefore want to impress them and so should try to be entertaining and interesting in what you say. They know nothing about you and so there is no shared knowledge – apart from general knowledge relating to the world of sports.

b You are writing to a friend and so your language will be friendly and relatively informal – though you still need to be polite if you want to refuse his invitation. As friends, you will have plenty of shared knowledge about each other's lives. You may have met Sam's parents and so your advice would be able to take account of that.

c You are writing for students at the college where you study English. They are new to the college and the area and so you do not know any of them personally but you have some idea of what kind of people they are likely to be in terms of ages, daily routines and interests. This should help inform the content of what you write. As you are writing for other students you do not need to write in a very formal way.

Useful language: expressing functions

1 **1** suggesting **2** complaining **3** apologising **5** recommending **6** congratulating
4 is expressing a different function, i.e. *comparing* or *contrasting*

2 **1** about **2** alternative/option/choice **3** to; by **4** regret; take **5** fact **6** agree/accept/admit/acknowledge **7** position/shoes ('shoes' is a less formal option) **8** In; course **9** In/Under; take/make **10** why **11** put **12** to

Exam practice back

2 (essay)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Traditionally schools have focused on teaching pupils the skills they may need in their future careers. No-one can function at work without the ability to read and write or a sound knowledge of basic arithmetic. Some understanding of geography, history and the sciences is also important. But most people would agree that modern education should not concentrate solely on work requirements. So what other aspects of its pupils' future lives should schools address?

Firstly, scientific research suggests that an individual's happiness depends largely on the quality of the relationships in his or her life. Moreover, when family and friendship relationships are loving and stable, society also tends to be less troubled. Thus both individuals and society seem set to benefit if schools teach children how to develop and sustain good relationships. They need to encourage young people to respect each other and to be prepared to work at their relationships.

Secondly, schools should not ignore the fact that most people will spend more of their lives not at work than at work. So teachers need to develop children's enthusiasm for sport, music, art, books, handicrafts and other skills that can enrich their leisure time. Of course, not all children will have a talent for sports and not all will be great musicians or painters but they can all derive pleasure from participating in such activities.

In my opinion school has a duty to help young people make the most of all three of these aspects of their future lives – work, relationships and leisure.

Notes

- *The essay clearly addresses the topic set*
- *The essay uses clear paragraphs, each with a distinct theme*
- *Appropriate use is made of connecting phrases – 'Firstly', etc.*
- *Appropriate use of rhetorical question at end of first paragraph*
- *Demonstrates a good range of vocabulary*
- *Variety of sentence length and structure*
- *No language errors*
- *Correct length*

3 (review)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Sunny Side Up

If you don't know already the album *Sunny Side Up* by Paolo Nuttini, then I recommend you get hold of it as soon as you can.

Nuttini is relatively unusual in that he sings the kind of music that appeals to a wide range of people: teenagers, their parents and even their grandparents find his voice and his style of singing attractive. Similarly, both men and women enjoy his work.

So what is distinctive about his voice? Well, it's slightly husky. It sounds like the voice of someone who's experienced a great deal in life. So when you see him perform, it's rather a surprise that he's such a young man. Despite his Italian-sounding name, Nuttini comes from Glasgow and you can hear a pleasant tinge of his Scottish accent as he sings.

The twelve songs on *Sunny Side Up* are so varied that there is bound to be something on it to suit any temperament or mood. Some, like *Pencil Full of Lead*, are happy and make you want to dance even if you're on your own.

Others like *Coming Up Easy* are slower and more thoughtful. Whether he's doing a fast rock tune or a more relaxed ballad, you can always understand the words he's singing and, for me, that is an important aspect of an album of songs.

I'm confident you'll enjoy Nuttini's *Sunny Side Up* as much as I do.

Notes

- *Statement of what is being reviewed at the beginning*
- *Some basic information is given about the album but, as is appropriate to a review, the writer's opinion has at least as much importance as any facts about the subject of the review*
- *Clear organisation and paragraphing*
- *Good use of a question to engage the reader's interest*
- *Variety in structures and sentence length*
- *Not too formal in register – too much formality would be inappropriate for a website review*
- *Rounding-off sentence effective in the way it addresses the reader directly*
- *Correct length*
- *No language errors*

4 (competition entry)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

A Lucky Meeting

I'd had a long morning preparing my class for the First Certificate exam and now it was lunch-time. I felt like chatting with colleagues and reading the newspaper but knew I ought to go to the bank. Maybe it could wait till tomorrow? No, I'd better go now.

As I left the school, the Principal was coming back in. 'Oh, hi,' he said, adding, as if a thought had just occurred to him. 'I wonder if you'd be interested in a little extra work? A publisher has asked me to do a book but I don't have the time'.

Was I interested?! I'd been wanting to break into publishing for some time but hadn't succeeded in getting anything off the ground. So I wrote that book. It was well received and ever since then I've had a series of varied and stimulating writing projects.

It's been an enjoyable way of earning a living, allowing me the freedom to work from home – particularly valuable when my son was young. I've met a lot of interesting, creative people. I've had wonderful opportunities to travel to publicise my work.

So I'm very glad I decided not to stay in the staffroom that lunch-time. If I had, I'd never have got that first commission. I wouldn't have enjoyed the opportunities I've had as a result of that chance encounter. My career might well have been much less rewarding. Of course, another quite different door might have opened for me at another time but I'm more than happy with the one I did go through.

Notes

- *Answer deals with all the points raised by the task*
- *Appropriate use of paragraphing*
- *Quick setting of the scene at the beginning with not too much background detail*
- *Some use of direct speech to make the story more vivid*
- *Brief return at the end to the initial scene makes the story feel complete*
- *Effective rounding-off sentence at the end*
- *Good use of third conditional and of past modals*
- *No language errors*
- *Correct length*

5 *Although these two tasks do not refer to a specific author or book title, you need to select a title from the current ESOL set text list. Make sure you have read the book thoroughly or have seen the film, if appropriate, before answering the question.*

5(a)

Style

Neutral or informal (you are writing for an audience of fellow-students)

Use a range of structures, sentence lengths and vocabulary to make the article interesting.

Content

Your article should discuss the text's title considering both whether it is appropriate in terms of reflecting the story's contents and whether it is effective in terms of interesting its potential readership or audience. It doesn't matter whether you argue that the title is appropriate and effective or whether you feel it is not very good – but you must give good reasons for your point of view.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title.

5(b)

Style

Neutral or semi-formal

Your report should use language that makes your points in a way that the reader will easily understand.

Content

Your report should consider whether college students will find the text in question (a) enjoyable and (b) useful from the point of view of improving their English. You should also address the question of what kind of students are likely to find the text particularly enjoyable. It does not matter who you recommend the book to, but you must give clear reasons for the points you make.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title and sub-headings.

Use of English Part 1 back

Training: Useful language: putting words in context

1 'Work' is uncountable and so cannot be preceded by 'a'. Simon's brother found himself a good job as head chef in a popular restaurant.

2 'Count' must be followed by 'on'. You can expect Harriet to be willing to help you out if you run into difficulties.

3 'Worry' would be followed by 'about asking'. Don't hesitate to ask if you need more information.

4 You 'explain' something 'to' someone. The hotel receptionist will inform/tell you how to get to the conference centre.

5 'Travel' is uncountable. I'd love to do that long train journey from Moscow to Beijing.

6 'Police' takes a plural verb, so it would have to be: The police are questioning … A police officer is questioning the person who stole my bike.

Useful language: identifying collocations

1 *The correct collocations are:*

1 give a party / ~~a mistake~~ / a lecture / someone a smile
2 lay an egg / the blame on / the table / ~~an excuse~~
3 make ~~the washing up~~ / arrangements / an apology / a noise
4 pay attention / ~~a ticket~~ / tribute to / a compliment
5 run ~~an exercise~~ / a business / a race / a campaign
6 shoot a film / a target / an arrow / ~~a camera~~
7 stand ~~a possibility~~ / a chance / trial / for parliament
8 take care / turns / ~~a promise~~ / a chance

2 **1** lay the blame on **2** stand trial **3** make a noise **4** give a lecture **5** take turns **6** run a campaign **7** pay tribute to **8** makes; arrangements

3 **1** C **2** D **3** B **4** A **5** B **6** D **7** C **8** B

Thinking about meaning

1 A **2** C **3** D **4** A **5** B **6** C

Exam practice back

1 **B** The meaning of this is 'solution'.

2 **D** 'take a stroll', like 'take a walk', is a collocation.

3 **B** 'serve a purpose' is a collocation.

4 **C** This fits the meaning. *Distraction* 'results' would need to be followed by 'in' and 'leads' by 'to'.

5 **C** 'little' / 'not much to do with' is a collocation.

6 **A** 'root' gives the idea of something 'being central to'. 'Heart' would also be possible here if that were an option.

7 **B** 'authentic' means 'real' and fits the meaning.

8 **A** 'place' collocates with 'under scrutiny'.

9 **C** 'defined' is the word which makes sense in this context.

10 **A** 'reveal' is frequently used with the subject of analysis.

11 **D** 'virtually' here means 'almost completely' and it is the only word which makes sense in the context.

12 **C** 'fake', which means 'give a false version of something' fits here. You could say 'pretend to laugh' or 'give a pretend laugh' but not '~~pretend a laugh~~'.

Use of English Part 2 back

Training: Useful language: using prepositions

1 **1** A number of the visitors to the event complained *about* the refreshment tent.

2 All the work will be done by volunteers.

3 Guests experienced a number of problems related to the sports facilities at the hotel.
4 Alexandra was able to make good use of her knowledge of foreign languages.
5 Many people took part in the celebration.
6 I must congratulate you on your excellent work.
7 I hope my letter will be taken into consideration.
8 The inspector drew management's attention to some problems in the hotel kitchen.
9 There is an urgent need for fresh water supplies in the region.
10 Have you seen the new advertisement for Lotus shampoo?

2 **1** on **2** down **3** up **4** out **5** about **6** on **7** off/away **8** up **9** up **10** against **11** off **12** by

Useful language: using connectors

1 **1** whereas **2** provided **3** whatever **4** unless **5** although **6** until **7** whenever **8** because

2 **1** in accordance with **2** in order to **3** as long as **4** despite the fact that / even though **5** so as not to **6** in case **7** as if **8** as soon as **9** even though / despite the fact that **10** No sooner

Useful language: using pronouns

1 which **2** that **3** What **4** whose **5** It **6** which **7** whose **8** There

Exam practice back

13 from: 'in' is not possible because of the following phrase: 'to tropical rainforests and beaches'.

14 in: This collocates with 'some cases' and in other expressions using 'case' – 'in any case', 'in many cases', etc.

15 above/off: You have to think about the meaning that is required here.

16 to: 'tend' is always followed by 'to'.

17 other: Although other words like 'most' or 'many' would fit here, 'other' is the only one which makes sense in the context.

18 as: This is relating back to the word 'used'.

19 It: 'It is'/'was ...' is often used to give emphasis in a sentence presenting information.

20 or: This introduces an explanation of what a 'joey' is.

21 until: You might think that 'when' would fit here if you didn't think about the meaning of the sentence.

22 Because/As/Since: All of these words can be used to introduce a clause giving an explanation for something.

23 who: This is the only relative pronoun that works here – 'that' is not possible in a non-defining clause.

24 When: This is the time conjunction that makes sense here.

25 for: This collocates with 'survival'.

26 be: This makes the necessary modal passive form.

27 with: This is part of the phrase 'in accordance with'.

Use of English Part 3 back

Training: Useful language: identifying parts of speech

1 **1** **adjective:** following 'most' and preceding the noun 'schools'.
2 **noun:** after the article and preceding the conjunction.
3 **verb:** past participle needed to follow 'has not' and fit before 'in the news'.
4 **noun:** following 'some' and preceding 'or another'.
5 **adverb:** qualifying 'astonished'.

Suggested answers

1 unusual, well-known, etc. **2** headlines **3** featured, appeared, been **4** reason **5** absolutely, rather, etc.

2

noun	verb	adjective	adverb
comparison	compare	comparative (in)comparable	comparatively (in)comparably
(in)stability stabiliser	(de)stabilise	(un)stable stabilising stabilised	(un)stably
height	heighten	high	highly
power	empower power	powerful powerless empowered empowering	powerfully powerlessly
observation observer	observe	observant	observantly
development developer	develop	developing (un/under/ over)-developed developmental	developmentally
doubt doubter	doubt	doubtful undoubted doubtless doubting	doubtfully undoubtedly doubtless

Useful language: understanding suffixes

Suggested answers (alternatives are possible)

1 -dom: freedom, wisdom, stardom, boredom, kingdom, dukedom
-ee attendee, appointee, detainee, trainee
-en blacken, dampen, cheapen, sharpen
-hood childhood, motherhood, adulthood, manhood
-less airless, heartless, nameless, thoughtless
-ment achievement, commitment, retirement, replacement, payment, attainment
-proof waterproof, fireproof, bulletproof, childproof

2 boyhood boredom sharpen appointee thoughtless bulletproof commuters commitment

Useful language: understanding prefixes

1 **1** over = too much; overslept = slept too long
2 re = again; rewrite = write again
3 under = not enough; underestimated = didn't estimate highly enough
4 anti = against; anti-government = against the government
5 un = not; unwrapped = took the wrapping (paper) off the parcel
6 ir = not (is a form of 'in', as are 'il' or 'im'); irresponsible = not responsible
7 sub = below; sub-standard = not up to standard, not good enough
8 dis = not; disallowed = not allowed, not considered acceptable

2 *Suggested answers (alternatives are possible)*
1 over-excited, overeat, overworked
2 redo, rebirth, re-examine
3 underage, underpaid, under-educated
4 anti-war, anti-establishment, anti-authority
5 unzip, uncomfortable, unhelpful
6 irrelevant, irrational, irregular
7 indecisive, infinite, inconclusive
8 illegal, illogical, illiterate
9 impenetrable, improbable, imbalance

10 sub-zero, subnormal, subhuman
11 disprove, discontinue, disbelieve

3 **1** sub-zero **2** disbelieved **3** underpaid **4** anti-establishment **5** indecisive **6** unhelpful

Exam practice back

28 settlements **29** survivors **30** insight(s)
31 undoubtedly, doubtless **32** overgrown **33** likelihood
34 envisioned, envisaged **35** development **36** alternative
37 displacing

Use of English Part 4 back

Training: Useful language: being aware of polysemy

1 and 2 *Suggested answers (alternatives are possible)*

mean – a mean person, what does this word mean?; catching an early flight will mean leaving the house at 4 am, a mean thing to do, the mean score, that means a lot to me, I didn't mean to hurt you, Greenwich Mean Time, no mean feat

flat – a flat roof, a nice flat, b flat minor, a flat atmosphere, flat shoes, a flat refusal, a flat (tyre), to sing flat, flat feet, fall flat, and that's flat

bar – a bar of chocolate, a coffee bar, to bar smokers from the club, an iron bar, bar code, all over bar the shouting, called to the Bar, bar chart

set – set the table, a TV set, a set text, the sun sets, set off on a journey, set up a business, set me thinking, set to work, set on fire, a set of books, jet set, drum set, set apart, set to rights, set sail, get set, set in your ways, set the scene, dead set on doing something

term – a school term, in no uncertain terms, a fixed term, a term of endearment, in strong terms, terms of an agreement, short term, to be termed a …

Useful language: noticing collocations

1 **1** to stimulate/stunt/boost growth
2 a plausible/simple/convincing explanation
3 to come into bloom/money/play
4 to jump to your feet/attention/a conclusion
5 a key figure/factor/point
6 to obey/break/bend the rules
7 to burst into flames/tears/song
8 high-heeled/flat/comfortable shoes

2 **1** keep keep an eye out keep in touch keep a secret
2 break break for lunch break the news break someone's heart
3 interest lose interest accumulate interest a legal interest
4 solid solid food solid evidence solid gold
5 major major cause major change(s) major influence
6 concern sole concern a going concern public concern
7 sorry feel sorry for oneself better safe than sorry a sorry state of affairs
8 fall fall into the wrong hands fall ill fall apart at the seams

Exam practice back

38 **set:** 'give'/'gave' could be used in the first two sentences but only 'set' – or 'put' – can fit in the third one.

39 **sense:** 'point' can fit in sentence 1, 'feeling' in 2 and 'way' in 3 but none of these words work in either of the other sentences.

40 **room:** 'space' might work in both of the first two sentences but not in the third one.

41 **plot:** 'story' can fit in sentence 1, 'put'/'present' in 2 and 'plan' in 3 but none of these words work in either of the other sentences.

42 **soft:** 'dim' can fit in sentence 1, 'hard' in 2 and 'hot'/'cold', etc. in 3 but none of these words work in either of the other sentences.

Use of English Part 5 back

Training: Useful language: correcting some common mistakes

1 **1** finding **2** to get **3** works / gets **4** buy **5** can either **6** was the food **7** traditional French **8** could have been

2 **1** who has/is in | a management/managerial
2 only were the rooms | excellent but
3 can either drive | or go
4 should have played | better
5 will / should have / won't / shouldn't have | no difficulties / any difficulties (in) finishing
6 serves delicious meals | at
7 (would/'d) suggest (that) you | (should) choose/buy/get
8 (will) / ('ll) have the / a chance / get the / a chance | to go

| shows where the answer is split into two parts for marking purposes.

3 **1** I love my sister despite not always seeing eye to eye with her.
2 The teacher turned a blind eye to the children's behaviour.
3 It must be hard for celebrities always to be in the public eye, mustn't it?
4 As soon as we catch the waiter's eye we'll pay the bill and leave.
5 Sarah kept an eye on the children while they were playing in the garden.

Exam practice back

43 to share his feelings/emotions | with
44 to cast/run my eye | over
45 can tell/see the/any difference | between
46 must have missed the train |or/otherwise
47 her mind to | pull out of
48 taking each other / one another for granted, | which
49 school from | the age of
50 in case | it rains

| shows where the answer is split into two parts for marking purposes.

Listening Part 1 back

Training: Understanding different aspects of the recording

1 **1** B **2** B **3** A **4** C **5** B

2 There is something to suggest the distractors in each case but listening carefully to the text should make it clear which is the correct option.

Exam practice back

1 **B** *Distraction* Mention is made of the fire service, which might distract you into choosing A, but the fire service helps out in all sorts of emergencies; For C the use of the word 'ground' might lead you towards an earthquake but listening to the full context makes it clear the speaker is talking about the ground becoming dry again rather than being disturbed in an earthquake.

2 **C** *Distraction* Although it may well be that listeners are discouraged from going to the affected area and that they might wish to donate money to help people affected by the floods, the text is clearly simply a news item intended to provide information about what happened, how serious it is and what is likely to happen next.

3 **C** Notice that 'I couldn't agree more' is a way of saying that you do agree with someone.

4 **A** *Distraction* The words 'challenge' and 'stressful' are used in the dialogue, but they are used in contexts which make it clear the speakers both find their work tedious. The challenge is to find something that makes it more interesting.

5 **B** *Distraction* Although the man apologises for intruding and explains that he can take his picture quickly, this is all done in the context of trying to persuade the woman to let him take her photo.

6 C It is clear from what the woman says and how she says it that she feels impatient rather than amused or embarrassed by the man's persistence.

Listening Part 2 back

Training: Choosing the right answer

Suggested answers (alternatives are possible)

1 mother / brother / school teacher / friend / neighbour / grandfather, etc.

2 possible words are: father / grandfather / cousin / parents – (older) cousin is the correct answer. *Distraction* His father simply took him to the place where his interest was awakened. His grandmother had the house where his interest was awakened. His parents were the people he had to persuade to let him have lessons.

3 1 Raindrops **2** satisfactory

4 1 Other words that could fit in the gap in the first question: 'Summer Time'; other words that could fit in the gap in the second question: 'excellent', 'wonderful'

2 'Summer Time' is wrong because that is the piece his sister played; 'excellent' is wrong because that is what his class teacher said and 'wonderful' is wrong because that is what his parents said.

Exam practice back

7 ***Storm Clouds*:** His first group was called 'The Elements'. Note that 'went for' here means 'chose'.

8 Canada: The fact that the speaker moved to Canada from the USA when he was a baby makes it clear that he grew up in Canada rather than the States.

9 unusual: 'beautiful' in the question matches the idea of 'incredibly attractive' in the recording script and so 'attractive' does not fit the gap in the sentence.

10 self-funded: 'One hundred percent' is a colloquial way of expressing the idea of 'totally'.

11 (disused) church: That the church is disused implies that it is old. 'Conversion' is the noun related to 'converted'.

12 romantic: 'misses the mark' means 'is not quite right', making it clear that Alex would not call the group's songs unconventional even if some others do.

13 Shadows: The word 'current' makes it clear that this is their latest album.

14 childhood: 'explore' is used to suggest dealing with a theme in order to learn more about it.

Listening Part 3 back

Training: Understanding distraction

1 1 C

2 *Distraction* You might be tempted by the other options because both her children and a range of jobs are mentioned but you need to listen carefully to the end of the recording to confirm the correct answer.

2 B

3 The topics of the other options are mentioned but not in a way that matches the wording in the recording.

Exam practice back

15 C Take care to listen to the full section of text. As often happens in authentic speech, Jessica doesn't answer the question she is asked in the most logical order.

16 D Jessica uses the phrase 'delve into the essence of a place' to suggest her wish to really get to know what characterises a place before she writes about it. 'Delve' means 'dig deep into something'.

17 B Jessica's use of 'get to know' means that she meets and learns about the people she is referring to, something deeper than the contact she would have with her readers.

18 A Jessica's dancing and giving out cosmetics are examples of product promotion activities she was involved in rather than being done for entertainment or sales purposes.

19 C *Distraction* A: Jessica talks about finding something original to say rather than having an original style; B: she stresses that writers need to find something new to say about places that have been written about before and D: Jessica suggests that writers may successfully find an angle that works for the readers that they themselves choose to write for.

20 A *Distraction* B: Jessica says that TV work does not appeal to her; C: the only mention of travel as a business is her acknowledgement that she will not always be able to make travel her business in the way it is now; D: although others have said that she must have enough material to write novels, she says that is not likely to be what she does.

Listening Part 4 back

Training: Finding the perfect match

TASK ONE

F *Distraction* A candidate who wasn't listening carefully might be distracted by 'shop assistant', 'photographer' and 'teacher' as all of these jobs are mentioned. 'Shop assistant' is wrong as that is the speaker's current job; 'Teacher' is wrong as that is the speaker's husband's job; 'Photographer' is wrong as that is the person the speaker says she used to work with.

TASK TWO

D *Distraction* A candidate might be distracted by any of the other options as they are all referred to in some way. In the real exam you are unlikely to have as much deliberate distraction in the task as there is in this example but you still must listen very carefully to what is said.

Exam practice back

TASK ONE

21 B It has become common in colloquial speech to refer to university as 'uni'.

22 F The speaker's use of the word 'holiday' may suggest hotel, airport or railway station so it is important to listen to the whole context to appreciate that the speaker can only be talking about a travel agency.

23 D 'Stacking shelves' means putting out products on the shelves, which is constantly necessary in supermarkets.

24 C The negative aspects of the work that are described make it clear that the speaker works at a train station.

25 H 'Branch' means one part of a larger organisation. It could also be used about a shop, office or bank, for example, but here the reference to reading makes it clear that the speaker is talking about a library.

TASK TWO

26 A A predictable paraphrase for 'colleagues' is 'the people I work with'. Another alternative might have been 'co-workers' (more common than 'colleagues' in US English).

27 D 'Brilliant' is often used in informal English to give the idea of something being fantastic or wonderful.

28 E The speaker's use of 'opt' makes it clear that she is able to choose her working hours to some extent.

29 F The mention of being 'eligible' [= suitable] to apply soon for managerial posts makes it clear that the speaker is talking about opportunities for promotion.

30 C Notice that 'leave' is often used to refer to your holiday entitlement from a job.

Speaking Part 1 back

Training: Understanding how your speaking is assessed

1 1 c 2 e 3 d 4 a 5 b

2 1 Speaker A is better from the point of view of pronunciation (4). The speaker talks clearly with appropriate stress and intonation. Speaker B mumbles, uses the wrong stress in 'possible' and has a very flat intonation.

2 Speaker A is better from the point of view of grammatical resources (1). The speaker uses a broader range of structures, e.g. 'might have been', 'thought to have been', etc. Speaker B does not make any grammatical errors but only uses straightforward past simple forms throughout.

3 Speaker B is better from the point of view of vocabulary resource (2). Speaker A makes a collocation error ('very fun') and also repeats simple words such as 'like' and 'good' whereas Speaker B shows a good use of collocation (e.g. 'waste time', 'perfectly reasonable') and uses a wider variety of vocabulary.

4 Speaker B is better from the point of view of discourse management (3). Speaker A is very hesitant and does not speak as coherently as Speaker B does.

5 Speaker A is better from the point of view of interactive communication (5). Speaker A is unsure exactly what is being asked but it is absolutely acceptable to ask the interlocutor for clarification which Speaker A does in a natural and appropriate way. Speaker B does not answer the question that the interlocutor asks and so is not making an appropriate response.

3 *Suggested answers*

1 What kind of books do you enjoy reading most?
This answer could be improved by giving an example of a book and/or an author. It would also be possible to explain why exactly the speaker finds this kind of book exciting, e.g. 'because you usually don't know who committed the crime until the last chapter'.

2 What did you do last night?
This answer could be improved by saying what film the speaker saw and explaining what it was like. Something more could be added about going to bed early too, e.g. 'because I had to get up early this morning'. It could also be improved by using more varied structures, not just the past simple, e.g. 'I saw that new film that everyone's been talking about. When I came out of the cinema it was raining so I caught a bus home.'

3 What do you do to keep fit?
This answer could be improved by explaining what kinds of foods the speaker eats and what s/he avoids. The speaker could also give more details about the kinds of exercise that s/he does and why.

4 How do you think you will use English in the future?
This answer could be improved by explaining what kind of work the speaker plans to do and why English would be useful for this work. It would also be possible to say why English is useful when travelling.

Speaking Part 2 back

Training: Useful language: hypothesising

1 look as if they are; I imagine that; might be feeling; may be worrying; It's possible that; could also be; Perhaps; I don't suppose that; may be; could be; who knows?

2 *Sample answers (alternatives are possible)*

1 … discussing something serious.
2 … talking about where to live.
3 … suggested something the woman is not sure about.
4 … got a different idea.
5 … be in complete agreement … the woman doesn't look very happy.
6 … will agree to look at a few places together.
7 … they decide to think things over first.
8 … will discuss the details of several flats.
9 … will be happy with their decision in the end.
10 … excited about finding a new place.

Useful language: comparing and contrasting

1 1 In / By contrast 2 whereas 3 By and large
4 All in all 5 On the whole 6 On the other hand

Speaking Part 3 back

Training: Useful language: negotiating

1 1 help 2 entirely 3 point 4 matter 5 should
6 of 7 well 8 Wouldn't 9 forget 10 with

2 1 b 2 a 3 b 4 b 5 d 6 d 7 b 8 c
9 b 10 c

Giving yourself time to think

1 Well; let me think; that's quite a difficult one; How can I explain what I mean?
Well, I must admit I haven't really thought about it much before; What's it called?; Wait a moment; It's on the tip of my tongue; you know

Speaking Part 4 back

Training: Useful language: giving your opinion

1 1 In 2 As 3 From 4 far 5 way 6 where
7 perfectly 8 argue 9 strong 10 tend

Test 1 Transcript

Listening Part 1

Training

CD 1 02 Exercise 1 back

Man: I'm not sure about this place, are you? It looks a bit dingy.
Woman: I don't know. I'm so shattered, I'd settle for anything. But it must be worse for you of course as you've been driving all day.
Man: Mm. I am pretty exhausted. And at least it looks as if it's not too late to grab a bite there before turning in. I'm starving.
Woman: Well I'm not sure I fancy anything to eat at the moment. Anyway it certainly doesn't look too expensive. So, shall I ask if they've got any vacancies?
Man: Sure: and check about where to leave the car too, if they have anywhere. I'll be sorting out the luggage while you find out.

Exam practice

CD 1 03 PART 1 back

You'll hear three different extracts. For questions one to six, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract one

You hear two people on the radio discussing an item in the news. Now look at questions one and two.

Announcer: So now we're going over to Joanna who's there where it's all been happening. Joanna, how are the police and other services coping?

Joanna: Well, things are difficult. Many people are still trapped in their homes unable to escape and hoping that things will not get any worse. The fire service has been able to rescue some people from the roofs of their homes but a couple of key roads are impassable because of the river Teal breaking its banks. There's still considerable uncertainty as to the numbers of people affected.

Announcer: A number of listeners have contacted us about how to provide financial or other help. What can you tell us about that, Joanna?

Joanna: Not much at the moment, I'm afraid. But I've been assured that something will be in place by the end of the day. I've been asked to emphasise however that, although things are dramatic now, the ground should soon dry out if met office predictions of hot weather are accurate.

Now you'll hear the recording again.

Extract two

You hear two people discussing a meeting they attended. Now look at questions three and four.

Man: Well that was something of a change from the usual boredom of a Friday afternoon meeting, wasn't it!

Woman: Absolutely! I was dumbfounded when Pete announced his resignation. He'll be a great loss to the company.

Man: That's right! I knew he was planning to leave but he'd asked me to keep it under my hat till he made a public announcement. He said I was the only person he'd spoken to. I'm gonna miss him loads. He's got such a great sense of humour – and he's really good at his job too.

Woman: I couldn't agree more. He always really brightens the place up. What on earth will we do now to keep ourselves going?

Man: I'm sure you'll think of something. I'll be relying on you!

Woman: Oh! Well it'll be a challenge.

Man: Yes, but don't stress out! I couldn't cope if you decided to leave too.

Woman: I don't think there's much hope of that. Much as I'd like to do something a bit more exciting at times, at least life here's not too demanding.

Now you'll hear the recording again.

Extract three

You hear an actress called Marina Kaye talking to a photographer.

Now look at questions five and six.

Photographer: Er, it's Marina Kaye, isn't it? What a pleasure to see you! Our paths crossed in Hollywood once but I don't suppose you remember that. You're here for the premiere of *Love in Hawaii*, I presume? You're looking beautiful as always.

Marina: Thank you. You flatter me. But I don't ...

Photographer: I'm sorry but would you mind if I just quickly took your picture? Nothing formal. But just you as you are now, walking across the hotel foyer. You'd look stunning against the backdrop of the marble pillars here. We can have this vase of lilies in the foreground.

Marina: I'm actually in rather a hurry. I've got to be somewhere in half an hour and I'm already behind time.

Photographer: Oh, it won't take a moment, I promise. I've got all my equipment here. And I can set it up in a flash ... if you'll pardon the expression.

Marina: No, look, my driver's beckoning to me. Call my agent if you want to arrange something for later. I'll give you his card. You can talk terms with him.

Now you'll hear the recording again.

Listening Part 2

Training

CD 1 04 Exercise 3 back

Man: The first time I performed in public was when I was only eight. My primary school put on a show for our parents and we all did different things. My older sister opened the event by playing a piece called *Summer Time*. Then my best friend, Sam, sang *Raindrops*, a very appropriate little song as it was pouring that day! I accompanied him on the piano. I don't remember much about the rest of the occasion – I guess I was too overwhelmed by my own performance. My class teacher said I was excellent and my parents called it wonderful. My piano teacher was a bit less enthusiastic but she did say it was satisfactory. That actually for her was quite high praise!

Exam practice

CD 1 05 PART 2 back

You'll hear a member of a pop group called Alex Cortes talking about his life. For questions 7 to 14, complete the sentences.

You now have forty-five seconds to look at Part Two.

Alex: It's a pleasure to be here talking to you today. So, the first thing people always ask me about is how we chose the group's name. We actually started out calling ourselves *The Elements* but then we came across another group with that name so we went for *Storm Clouds* instead. We were sitting there racking our brains trying to come up with something different. I looked out of the window for inspiration and the sky was incredibly black and dramatic. Two seconds later there was thunder and lightning and that was it! We feel it fits the drama we try to bring to our music.

As you know there are actually seven of us in the group. Five of us were born and raised in the USA. I was actually born there though my parents moved to Canada when I was a baby. The final member of the group – my wife, Lara – was actually born and grew up in Cuba. We all started out in music as individual performers and got together when we were at a music festival in New York one summer.

I met Lara, my wife, on my 21st birthday. She was singing at that festival and her voice was amazing. It made a very strong impression on me. Her appearance was unusual – to my eye at least – but she was also incredibly attractive. That combination of voice and looks had an instant impact on me, making me determined to be with her forever.

In this business of modern music we are totally different from most other groups in that we are one hundred per cent self-funded. That means we don't have to answer to anyone else. We can make our own musical and business decisions and that independence means a great deal to us all.

Of course, this means that we don't have access to the major record companies' studios but we've managed to make our own. It's actually a conversion from a disused church. It's convenient because it's actually next door to the large old converted barn where I live with my family.

It's hard to characterise our style of music. It's often called unconventional, but that slightly misses the mark, in my opinion. For me, the unifying factor in all our songs is that they're romantic. That's always there – whether the song is happy or sad, wild or sentimental.

Our latest album will show you what I mean. As you know we had a lot of success with *Rainbows*, our last album. Our current one, *Shadows*, is rather different. A lot of the songs are slower, with stronger melodies.

All the songs that we've written for this latest album in some way explore childhood. Each member of the group brought very different experiences to this and we've all contributed our ideas to the topic. Perhaps I could now just play you one track from this album before I take questions.

Listening Part 3

Training

06 Exercise 2 back

Interviewer: I understand you volunteer at a wildlife wolf reserve. How did that come about and how has it inspired your writing?

Rose: Well, my children have had a lifelong interest in wolves though I must admit that wasn't something I initially shared. However, Alison Greaves, an old classmate of mine opened a reserve for them and invited me along to have a look – before I knew where I was, I was working there two days a week. Alison was desperate for extra help at the start. But working with the wolves has been an amazing blessing and has enriched my life in many ways. A couple of creative projects inspired by them have taken shape but haven't yet found a publishing home.

Exam practice

07 PART 3 back

You'll hear part of a radio interview with a travel writer, Jessica Tait. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have one minute to look at Part Three.

Interviewer: With me in the studio today, I have Jessica Tait, one of Canada's most popular travel writers. Jessica, how did your writing career first start?

Jessica: I think it was at the age of 12, but not with travel writing, it was with a monthly movie-review column for the *Toronto Sun*. My column talked about new kids' movies and was regularly published for over six years. I learned everything I know from my mom, who spent countless hours over the summer holidays teaching me grammar and correcting my misplaced modifiers!

From movie reviews, I moved into travel features. For four years, I wrote a monthly travel series for the *Toronto Sun*, called "Confessions of a Backpacker". Though, actually, come to think of it, before any of that started, I had stuff printed quite regularly in a local newsletter. You know, the sort of thing that promotes local talent and publishes items of interest to the community. I used to love writing funny poems when I was at primary school though I haven't written any in years.

Interviewer: What is the biggest challenge for you in the writing process?

Jessica: Well, I used to be a very slow writer. I had to think about each word very carefully and often agonised over how best to phrase a thought. I'm a bit better now but writing with tight deadlines can sometimes be a challenge for me. Though that's mainly because I hate hurrying, I want to really delve into the essence of a new place, but the reality of the marketplace only occasionally allows for such indulgences. So, what's a girl to do?

Interviewer: And what gives you the most satisfaction in your work?

Jessica: Well, of course, few people can have seen as many wonderful sights as I have. But above all I'm very aware of how lucky I am to be able to get to know people with such different life experiences to my own. It's very satisfying not only to have made their acquaintance, but also to have been able to record my encounters for my readers to experience vicariously too.

Interviewer: Have you ever done other work to make ends meet?

Jessica: In my seven years of travel writing, I've been very lucky and been able to support myself almost exclusively on travel writing. However, in order to gain additional income to put towards a plane ticket somewhere exotic, I once worked briefly in the publicity biz at various product launches. I danced with torches at a Hawaiian themed trade show and gave out free nail polish and fake tan on the streets of Montreal!

Interviewer: Have you any tips that you'd like to offer the young person who dreams of becoming a travel writer like you?

Jessica: Well the first thing is to look for a good hook. You need to take a fresh point of view on an old subject or look for unusual new stories. Many of the places you'll write about have been done before, so you need to find something new and original to say that will grab your readers' (and an editor's) attention. Up-and-coming neighbourhoods, trends and unique destinations always seem to have an appeal, whatever your intended readership may be.

Interviewer: Finally, Jessica, what do you see for yourself in the future?

Jessica: Well, I have been offered TV work. I'm not ruling out the possibility but it doesn't hold much appeal for me at the moment. I guess the only thing that's a certain is that I can't see myself ever ceasing to be on the move even if I'm no longer writing for a living. Some people have suggested I must have enough material for a good few novels and that's certainly true but I don't think that's likely to be the way I go. However, I'm sure the lure of the unknown will always be there for me even when I need a stick to make my way around and when I'm no longer fortunate enough to be able to make travel my business.

Interviewer: Thank you, Jessica. It's been very interesting to talk to you.

Listening Part 4

Exam practice

08 PART 4 back

Part Four consists of two tasks. You'll hear five short extracts in which people are talking about their jobs. Look at Task One. For questions 21 to 25, choose from the list A to H the place where each speaker works. Now look at Task Two. For questions 26 to 30, choose from the list A to H the reason why each speaker likes their job. While you listen you must complete both tasks. You now have forty-five seconds to look at Part Four.

Speaker one

The research lab I work in is part of the medical school at the uni. It's on the edge of the campus next to the main library. I studied zoology with a view to becoming a wildlife photographer and flying all over the world. But somehow that hasn't happened. My working hours are quite long in that sometimes I have to go in to check on experiments in the evenings. That makes me envy my flatmate who's a hotel administrator and has managed to arrange things so she only does the morning shift. Our flat's halfway between both our workplaces. The people I work with are lovely – they're all really funny. She's got more chances of promotion than I have, though.

Speaker two

This is a great place to work because it's right beside the railway station where I arrive in the mornings. I can get up at 8:15 and still be at my desk by nine, which is brilliant. I've always wanted to spend my life as a creative person, writing a novel or something, and I haven't given up hope of that so I don't think I want to stay here forever. I fancy working in a library where I fondly imagine

I'd have opportunities to read a lot and further my own writing ambitions. In the meantime, though, I'm quite enjoying the experience of helping people who come into the office to plan their holiday trips.

Speaker three

It's not a bad job though most people think stacking shelves must be pretty boring. But I have nice co-workers and at least I have plenty of time while I'm doing it to think about my university dissertation and then I can get on with writing it up when I'm at home. My last job was as a nursing auxiliary on a geriatric ward and that was very rewarding – I really felt that I was helping people. It was hard work though and I had no energy left after my shift. In this job I can opt to work in the evenings and then write up my research when I'm fresher during the day.

Speaker four

It's quite a boring job at the moment. I used to be a hospital porter and then every day was different, which you certainly couldn't say about the work here. I meet a variety of people but all I do is sell them train tickets. They're often hot and bothered and burdened with luggage and can be quite short-tempered if they're affected by delays or cancellations. I've decided to stick it though because there are some good managerial posts here and I'll be eligible to apply for one of those soon – that'd be more satisfying work. If I don't get one then I'll think about moving on somewhere, perhaps to a travel agency or something like that.

Speaker five

As a kid, I planned to become a train driver, an airline pilot or a brain surgeon and I certainly never expected I'd end up in this job – I never cared much for reading when I was younger. I work in the main city branch. It's next to a hotel with a coffee shop that some colleagues and I often pop into at lunchtime. Whenever we have a break we're usually planning what to do with our annual leave. That's more generous than in any other job I've done, especially now that I've been promoted. Also the pay's quite good so I've been able to do a lot of travelling since I've been working here.

Speaking Part 1

Training

09 Exercise 2 back

Question 1, Speaker A

Interlocutor: What do you enjoy most about studying English?

Speaker A: I like the way that it makes it possible for me to communicate with people all over the world.

Question 1, Speaker B

Interlocutor: What do you enjoy most about studying English?

Speaker B: I like the way that it makes it possible for me to communicate with people all over the world.

Question 2, Speaker A

Interlocutor: What's the most exciting thing that's ever happened to you?

Speaker A: Mm, that's a difficult question. But I think it might have been something that happened on my eleventh birthday. I was with my parents who were working on an archaeological dig on a northern island of Scotland when a schoolboy who'd just arrived to help on the site discovered treasure. It was a hoard of silver bowls and brooches. They're thought to have been there for nearly 1,200 years. That was certainly an extraordinarily exciting day.

Question 2, Speaker B

Interlocutor: What's the most exciting thing that's ever happened to you?

Speaker B: Erm. Perhaps something that happened on my eleventh birthday. I was with my parents on an archaeological dig on a northern island of Scotland. A schoolboy arrived to help on the site for the first time. He discovered treasure. Er, it was a hoard of silver bowls and brooches. Er, they were probably there for nearly 1,200 years. Mm, that was certainly an extraordinarily exciting day.

Question 3, Speaker A

Interlocutor: What's your opinion of computer games?

Speaker A: I like computer games. I think most of them are very good though some are not so good, of course. I play them a lot with my friends. My parents don't like computer games but I think they're very fun.

Question 3, Speaker B

Interlocutor: What's your opinion of computer games?

Speaker B: Well, that depends. I like some computer games very much, particularly games based on sports like football or motor-racing or snowboarding. I'm not so keen on adventure games. I spend a lot of time playing computer games with my friends. My parents say I'm wasting my time but I think it's a perfectly reasonable way to relax.

Question 4, Speaker A

Interlocutor: What kind of music do you enjoy listening to?

Speaker A: [very hesitantly, lots of ums and ers] Er ... um ... I like ... er ... pop music. Um, I listen to it ... er every day. Er ... um ... I listen to it er ... on my ipod®. Er ... on my way to college.

Question 4, Speaker B

Interlocutor: What kind of music do you enjoy listening to?

Speaker B: Er, well, let me think. I like pop music. Yes, that's what I listen to most. I always have my ipod® with me and I listen to it on my way to and from college.

Question 5, Speaker A

Interlocutor: Who was your best friend when you were at school?

Speaker A: Sorry, do you mean when I was at primary school or at secondary school?

Interlocutor: As you like. Primary school perhaps.

Speaker A: OK. Then ... it was a girl who lived next door to me. Her name was Tessa ...

Question 5, Speaker B

Interlocutor: Who was your best friend when you were at school?

Speaker B: I think friends are very important when you are at school.

10 Exercise 4 back

1 How did you spend your last holiday?
2 What do you do to relax?
3 What are your plans for your career?
4 What have you achieved that you feel particularly proud of?
5 What new law would you like to be introduced?
6 Do you think the place where you are currently living is a good place for young people to grow up in?

Speaking Part 2

Training

CD 1 11 Exercise 1 back

Interlocutor: How do you think the people in this picture are feeling?

Man: Well, the railway station is very busy and people look as if they are rushing either to or from work. Mm, so I imagine that most of the people might be feeling quite stressed. They may be worrying about whether they are going to get to work on time. It's possible that some of them could also be feeling a bit cross about having to travel on very crowded trains. Perhaps they had to stand throughout their journey. Mm, but I don't suppose that everyone is feeling like that. Some people may be excited about their day ahead – they could be planning to do something special, something that they've been looking forward to for a long time. They could be meeting friends that they haven't seen for ages. Who knows?

Speaking Part 3

Training

CD 1 12 Exercise 1 back

Speaker A: So would you ever buy an electric car?

Speaker B: Well, let me think, that's quite a difficult one. On the one hand, they're obviously better for the environment in that they don't use petrol or diesel. But on the other hand, they'd need to be a bit more convenient to use before I'd seriously consider buying one. Um, how can I explain what I mean? I think it's not yet straightforward enough to recharge electric cars. It'll need to be quicker and easier to do that, I think, before large numbers of people start using them. How about you? What do you think?

Speaker A: Well, I must admit I haven't really thought about it much before. But I certainly think that they sound as if they're a good idea. A friend of mine has actually just got one. What's it called? Wait a moment. It's on the tip of my tongue. Oh yes, it's a Prius. Anyway, he's only been using it for a couple of days but he seems to quite like it. He did tell me, though, that you have to be extra careful driving it. It's so quiet that, er, you know, pedestrians don't hear you coming and, if they're not paying attention, they can step out into the street in front of you.

Test 2 Key

Reading Part 1 back

Exam practice: Review

1 No, it uses a range of different types of text – so make sure you practise reading as widely as possible.

2 They are all loosely based on one theme.

3 You need to read them in detail.

4 Some questions will focus on gist and some on detail.

Exam task

1 **C** The answer is a kind of summary of the text but it is particularly focused on in the phrase 'one recognises this sort of overstatement'. *Distraction* A: the writer says the opposite: '… frequently say questionable things, at least if you quote them out of context'. B: although the quotations here were certainly both made by authors, there is nothing to say that they are often requested by writers, even though this might be the case. (The text says merely that 'people tend to [quote them out of context]'.) D: what the writer calls interesting is the process of looking at 'reading quotations', not their actual messages.

2 **C** The answer is given in the two questions preceding the sentence about Gorky's father. To say that the only good things in his life came from books is to suggest that he got nothing good from his family (and friends) at all. *Distraction* A: the remark might make his family look unkind but doesn't particularly suggest that they were stupid; B: the remark does not in itself mean that Gorky had had a miserable life (even if this is said elsewhere in the text) and also it would not seem to be a reason for his father to be cross with him; D: although his father might be cross with him for telling a lie, this remark is an upsetting opinion rather than a deliberate lie. Indeed the writer is not convinced it is a lie (he says 'I don't believe it can be true, quite'), which does not reflect 'obviously' in option D.

3 **D** The coincidence is the date on the book being the date of the writer's own birth. *Distraction* A: no surprise is expressed about the shortness of the story; B is wrong – although the writer read the story quickly, that is not presented as surprising (and, indeed, we are told it is a short story); C: the location where he found the book was also not surprising.

4 **A** The answer is given in the sentence: 'What I love best about this story is its … sly prose'. The word 'prose' here means 'style'. *Distraction* B, C and D are all mentioned as elements in the story but they are not singled out for special mention in the way that style is.

5 **B** The answer is a kind of summary of the whole text, all of which is pointing out the similarities between Sparks's works. *Distraction* A and C may be true or at least partially implied by the extract but they are not the main point; D: the extract suggests that the stories have a bitter-sweet ending.

6 **D** The answer is implied by the text as a whole. *Distraction* A: there is nothing to suggest any differences between people watching the films based on Sparks's stories; B: we do not know whether these two films have both these elements or not; C: we are not told anything in this extract about whether and how the films appeal to boys.

Reading Part 2 back

Exam practice: Review

1 C 2 E 3 A 4 F 5 B 6 D

What goes before and after

Suggested phrases to underline:

I've been walking for two hours through a spooky forest in northern Minnesota with bear biologist Dr Lynn Rogers, following the beeping radio signal of a female black bear …

1 .....

Lynn has been interested in bears since childhood … he began to question these tales.

2 .....

After leaving college …

3 .....

… he persisted with these standard methods … He decided to move away from convention and he made it his aim to try to work directly with the bears.

4 .....

One of the assumptions that has long been made by wildlife managers is that feeding bears makes them aggressive towards humans … then they often end up shot.

5 .....

Bear experts warned him that it was both wrong and dangerous to do this … he finally gained the trust of a few bears … they'd ignore him and behave naturally.

6 .....

As a result, … For the first time, a scientist has been able to directly observe bear habitat …

A to understand why he found this goal easier to achieve than most other people would. He … was able to break with conventional approaches …

B Getting bears used to his touch eventually … so won the first ringside seat from which to observe their natural behaviour.

C As we walk, … As he listens to the bear's signal …

D Yet this wild bear … the true nature of black bears

E When he started in that job, …

F this 'golden rule'… then leave a pile of nuts for them.

G He found … These early experiences made a lasting impression and he decided to become a bear biologist.

Exam task

7 C 'I've been walking' in the preceding paragraph links with the opening of C: 'As we go further into bear territory'.

8 G 'the tales' at the beginning of G refers to the 'scary stories' referred to in the previous paragraph.

9 E 'that job' in the first sentence of E refers back to Lynn's work studying bears for the US Forest Service, described in the previous paragraph.

10 A 'this goal' in the first sentence of A takes up the idea of Lynn's 'aim' introduced in the final sentence of the preceding paragraph.

11 F the 'golden rule' in F relates to the 'assumption' that is outlined in the preceding paragraph.

12 B 'Getting bears used to his touch' at the beginning of B takes up the point that Lynn is actually able to touch bears, which has been explained in the previous paragraph. The 'As a result' in the following paragraph also explains how being able to observe the bears at close quarters, as described in B, has furthered scientific knowledge.

Reading Part 3 back

Exam practice: Review

All the pieces of advice in this exercise deserve a tick.

Exam task

13 B The statement 'I wanted to murder him' makes it clear she was angry and the description of his very slow and brief answers indicate how difficult he was making the interview for her. *Distraction* A: although she is embarrassed that he remembers 'one of the worst experiences of [her] journalistic life', there is nothing to suggest this was because of her behaviour; C is wrong – she was impatient – but there is nothing to say that this is because she was keen to leave Chicago; D: it is anger rather than disappointment that she is describing and her problem was more that Malkovich was unhelpful rather than unfriendly.

14 C The answer comes from the statement that Malkovich tried to explain the plot but the writer 'lost it after the first five minutes'. *Distraction* A: we do not know whether the film is short or not; B: the film is actually said to be based on a video game rather than to be used in one; D: we are not told anything about Malkovich's part in it.

15 D *Distraction* A: there is nothing to suggest that the writer found it any better than the *New York Times* did; B: *Colour Me Kubrick* is said to contain a 'hilarious performance' and be 'more hopeful' than *Art School Confidential*; C: the writer has already seen the film, shown by her comment 'it saves me trying to say anything nice about it'.

16 A The answer comes from the question – how could he have read that script and decided to make it? *Distraction* B: the writer says that the films are bad ('some terrible turkeys') despite his usually good performances; C: the writer does not express 'surprise' about this. It is Malkovich himself who comments negatively on some of the directors he has worked with; D: Malkovich says he doesn't regret making any of his films, even the bad ones.

17 B 'It's funny, now I'm one of those guys …' and ending 'I don't really worry about it'. We know he's amused rather than concerned because of the way he introduces the situation with 'It's funny …'. *Distraction* A: there is nothing to suggest that Malkovich is not concerned about getting older and less healthy; C: Malkovich does not comment on whether he is better known in Europe than the US, only that he 'got very few offers from the States'; D: Malkovich does not comment on whether the knee operation worries him or not.

18 D 'he has a great fear of seeming too serious'. *Distraction* A: the writer suggests that he would not actually be out of place in such a group ('Oh come. Whatever Malkovich is, he is not thick'); B: there is nothing in the text about whether Malkovich likes talking on a lot of interesting subjects or not; C: the writer says that he doesn't use his intelligence for sustained argument.

19 D The writer is referring to Malkovich's statement that 'I don't care what other people think'. The writer goes on to say: 'I don't actually believe it [the admission] is true …'. *Distraction* A: the writer sympathises with what Malkovich says about his school experience ('How awful … to be made to feel a failure at school'); B: Malkovich does not 'claim' to be an arrogant person – the writer merely says that he would be one if he were telling the truth about not caring what others' opinions of him are; C: it is the opinion of others ('what other people think') rather than his 'own work' which Malkovich claims does not matter.

Reading Part 4 back

Exam practice: Review

Suggested answers

1 This is generally considered the best way to approach this task – that is why the questions come first on the question paper. Then you know what you are looking for in the texts.

2 It certainly wouldn't be sensible to read the texts thoroughly before looking at the items. You might perhaps want to skim them just to get a quick impression but generally it's better to read the items first.

3 A lot of people recommend doing this. It's not essential but it can be a very efficient way of approaching the task.

4 This is a very good idea. The questions in the Advice box relating to the exam practice task give you some guided practice in doing this.

5 This is often a very useful approach.

Exam task

20 B 'mattresses and sleeping bags can be set up under the stars'. *Distraction* D: the text talks about swinging in and enjoying the view from a hammock rather than spending the night in one; F: although visitors breakfast in the open air they do not sleep there.

21 F 'you can take a helicopter to its ocean-front location'.

22 A 'With no televisions or telephones, this is a wonderful retreat'.

23 F 'The culture and traditions of the Yawuru people are still carried on today and visitors are asked to respect the land and the environment'.

24 C 'Complimentary bikes and canoes are provided for guests' enjoyment'. *Distraction* Cruises are mentioned in A and E and helicopters in F but there is nothing to suggest that these are offered free of charge.

25 **E** 'Gather, cook and eat the traditional delicacies of the indigenous population'.

26 **B** 'enjoying drinks around the camp fire listening to local legends' *Distraction* In E visitors will be treated to traditional food but there is no mention of folklore being featured.

27 **D** 'Each tent has its own designated private shower and dressing area, only a short stroll away'.

28 **F** 'you can enjoy spa treatments, yoga …'. *Distraction* Sports feature in several of the other texts – C, D and E, for example – but these do not also mention beauty activities.

29 **A** 'The significance of the area lies in the variety of habitat'.

30 **C** 'architect-designed tree-top restaurant'.

31 **C** 'Inspired by African safari holidays'.

32 **E** 'The secluded bush-style cabins … offer panoramic Timor Sea vistas'. *Distraction* In C guests sleep in an elevated position but there is no mention of wide views.

33 **B** 'a glistening white salt pan contrasting with the crimson Outback'.

34 **D** 'a daily housekeeping service'.

Writing Part 1 back

Training: Review

1 In Part 1 you have **no** choice of task.

2 You may have to write a letter, a report, a proposal or an article.

3 You have to write 180–220 words.

4 You should use all the information from the text and notes on the question paper.

5 It is important to put phrases from the text on the question paper into your own words – although if you can't think of another way of saying what you need, then do of course make sure you do not misspell words that are on the question paper!

Reading the question

1 the College Principal (Dr Ellen James)

2 to persuade the College Principal to provide the club with funding

3 – an outline of the club's activities (e.g. film/discussion; speakers; social events)
– comments on why the club benefits students (e.g. language practice, social benefits)
– explanation as to why the club is important to the college (e.g. raises profile in community, historical value thanks to its origins, etc.)

Useful language: putting it in your own words

1 *Sample answers (alternatives are possible)*
1 students gain a great deal from our activities
2 first-ever college club
3 started by one of our best-known alumni
4 excellent guest speakers / the visiting speakers were excellent
5 require payment
6 regular social evenings

2 'I am writing to propose that …'
1 Yes, it's in the form of a proposal
2 Yes, the proposal was written for the College Principal so the register used is appropriately neutral to formal (e.g. 'I am writing to propose'; 'provide much valuable language practice'; 'hiring films is costly')
3 Yes, the Club's activities, the benefits for the students and the benefits for the college
4 It seems persuasive but not aggressively so and therefore would probably make a good impression on the Principal.
5 Yes, they are all included.
6 Yes, there is plenty of evidence that the candidate can paraphrase information from the task (e.g. 'need fee' becomes 'require payment' and 'fun events' become 'social activities').
7 *The language is all good but here are some possible examples of language that would impress an examiner:*
to propose that our club be given college funding for the coming year
lively programme of events
gain a great deal from
hiring films is costly
the club cannot afford this from what we receive from membership fees alone.
makes for a positive atmosphere between the College and local residents.
to take all this into account
continue to thrive
8 Yes, the headings help to make it very clear.
9 An answer like this would get a five, the top grade. It meets all the necessary criteria.

Exam task back

1 1 You have to imagine that you were one of the organisers of a music festival at a college.
2 You're writing in response to a very inaccurate article about the festival in the local newspaper.
3 You have to write a letter.
4 Your letter is to the editor of the newspaper that published the inaccurate article.
5 Your aim is to correct the errors in the article, to complain about its inaccuracy and to ask the editor to publish an apology and/or corrections to the article.
6 You are probably feeling upset and annoyed.

2 (letter of complaint)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Dear Editor,

You have just published an article supposedly reporting on the music festival that took place at Caterham College last Saturday. However, the actual event bore very little resemblance to the description you printed.

As one of the organisers I would consider the festival a triumph rather than a 'disappointment' as it was called in your article. What you wrote grossly misrepresented the event in what it said about the bands, the food, the weather and the reaction of people living near the venue. In reality, all the six invited bands appeared on time and put on extremely enjoyable and popular performances. The food did not run out until the last ten minutes of the event. The weather was overcast but not wet and, if any of the local residents were unhappy about anything, they certainly did not mention it to any of the organisers. In fact several of them complimented us on how well everything had gone.

As the event raised a considerable sum for our local hospital, it was very mean-spirited of your journalist to suggest that it would be better if the festival did not become an annual event.

I hope that you will print an apology for publishing such an unfair and inaccurate piece.

Yours faithfully

Notes

- *Appropriate opening and closing for a letter to an editor*
- *The context for the letter is stated clearly in the first paragraph*
- *The writer makes the points firmly but politely*
- *The letter is written in clear paragraphs*
- *The writer demonstrates a good range of structures and vocabulary*

Writing Part 2 back

Training: Review

1 220–260

2 Probably four or five

3 Review, report, article or essay

Organising your writing

1 1 Topic of each paragraph
  1 Introduction – naming best and worst music videos seen
  2 Outline of best video and why particularly good
  3 Outline of worst video and why particularly bad
  4 Explanation of importance of music videos for fans
  5 Conclusion – own personal attitude to music videos in general

 2 Topic sentences are:
  1 The best and worst music videos I have ever seen were curiously by the same band.
  2 The video for 'Dream Song' looked as good as the song sounded.
  3 The video for 'Night Rider' began quite effectively but soon deteriorated.
  4 In short, there are a number of different reasons why music videos appeal to fans.
  5 Although music videos like 'Dream Song' can be dramatic and original films, I generally prefer to listen to my music without an accompanying video.

 3 The topic sentence is the first sentence in four of the five paragraphs. In the remaining paragraph, it is the last sentence.

2 *Sample answers (alternatives are possible)*

 a Introduction – outline of situation
  How teenagers see adults
  How adults see teenagers
  What teenagers and adults disagree about
  Conclusion – how to improve the situation

 b Introduction – size of top footballers' salaries
  Problems created for game – poor motivation
  Problems created for game at lower levels
  Problems for players themselves
  Conclusion – personal view as to whether players should be paid less

3 *Sample answers (alternatives are possible)*

 a The relationship between teenagers and adults in my country sadly seems to be deteriorating.
  Teenagers see adults as boring and out-of-date.
  Adults tend to object to both the behaviour and the attitudes of teenagers.
  Teenagers and adults disagree most typically about clothes, music and politics.
  I believe there are a number of simple ways in which the situation could be improved.

 b Footballers nowadays earn more money each week than most people earn in two or three years, but does this mean that they play better?
  Footballers do not need to win games in order to be wealthy.
  There are a number of other problems which affect lower levels of the game.
  You might imagine that their large salaries do not create problems for the top players themselves.
  In my opinion it would be much better to pay top footballers considerably less money.

Useful language: good beginnings

a 2 is better because it shows a better lexical and structural range. 'Good' and 'bad' are rather inexpressive adjectives to be using at this level – especially in an opening sentence.

b 1 is better because it goes straight to the point. It is also promising that the writer comments that the questions were interesting – this suggests that he or she may have something interesting to say about them. b 2 wastes too many words on irrelevant points when there is a word limit on the answer.

c 2 is better because it provides a striking and thought-provoking fact. c 1 wastes words as all it shows is that the writer can copy accurately.

Exam practice back

1 1 *Student's own answers*

 2 The sort of factors you need to consider are:
  - Do you understand the question fully?
  - Could you deal with all the aspects of the question?
  - Do you have the vocabulary you would need to write a good answer?
  - Do you know how to write the type of text required?

The above questions are much more important than whether you find the question interesting or not.

Remember that there is no point in attempting to answer the set text question unless you have a thorough knowledge of the text.

2 (article)

Model answers

These models have been prepared as examples of very good answers. However, please note that these are just one example out of several possible approaches.

2

> Are you like most young people? Do you spend most of your leisure time on music or sport? Well, why not try something different? How about doing something that will not only keep you fit but will also do something to help make the environment a better place?
>
> Help the Environment is an organisation that encourages people to come along in their free time to help look after the countryside. They do tasks like clearing paths and ponds, planting bulbs and pruning trees, building fences and constructing benches. In other words they do all sorts of jobs that help the countryside to be a pleasant place for people to relax in.
>
> I've been volunteering for Help the Environment for a couple of years now. Of course, I enjoy feeling that I'm helping to improve the rural environment but I also love the social aspect of the activity. I've made a lot of great new friends of my own age. We spend the whole weekend in the open air, camping overnight, and we have a lot of fun.
>
> Last weekend, for example, we camped in the grounds of an old castle where we were helping to build a children's adventure play area. In the evening we cooked potatoes on a bonfire and sat round it till late singing and telling stories under the stars. It was magical.
>
> So, why not give it a try too? I'm sure you won't regret it. The physical activity provides exercise, you'll enjoy yourself and you'll get to know lots of interesting new people.

Notes

- *The questions addressing the reader at the beginning make an effective opening for an article*
- *The writer does exactly what the question asks for – describing the activity, encouraging others to participate, showing how they can benefit from participation and outlining a specific experience*
- *The answer demonstrates a good range of vocabulary and structures*
- *Collocations that learners often make mistakes with are used accurately – e.g. 'do jobs', 'make new friends', 'have fun', 'spend the weekend'*

3

I have no hesitation in recommending Kasia Pawlovska as a suitable person to do a summer job for you. I have known Kasia for five years as a friend and fellow student.

Kasia meets all the desired requirements that you outlined in your letter to me. She has a very friendly and outgoing personality and always gets on well with people. She lived in several different countries in her childhood and it was possibly this that has made her interested in different cultures and peoples. She respects everyone whatever their religion, race, age or gender may be.

Kasia moved to this region five years ago and she says that she immediately fell in love with the area. She is very interested in local history and certainly knows far more about this area than I do, even though I have lived here all my life. Last year a group of Brazilian students visited our college and Kasia volunteered to show them the sights. They were very complimentary about her skills as a guide and were very impressed that she was able to answer all their questions about our area.

Kasia always manages to stay calm even when she is under pressure. She has six younger brothers and sisters and this perhaps explains her ability to cope well when there are a lot of different demands on her time and attention.

I am sure that Kasia would be very popular with visiting tourists. They would love her warmth and friendliness and would consider themselves lucky to have such a talented, charming and helpful person to take care of them.

Notes

- *The writer deals with all the points required by the task*
- *The letter is clearly organised into paragraphs*
- *The first paragraph clearly states the reason for writing*
- *The final paragraph sums up points made throughout the reference letter*
- *The writer gives examples to support the points being made about Kasia's suitability*

4

Having discussed the issue with a number of other students at the college, I should like to propose that the donation we have been given for the study centre should be used to buy some new computers.

The computers that we currently have in the study centre were purchased five years ago. They were cutting edge at the time and have served students at the college very well. However, they now seem very slow particularly when we are trying to access the Internet. They also tend to crash with increasing frequency.

More powerful replacements for these old computers would be of great benefit to all the language students in the college. Computers – if they are powerful enough – allow students to access newspapers and magazines as well as radio and TV broadcasts from all over the world. Social networking sites enable us to have contact with other young people regardless of where they live. All this makes it possible for us to practise and improve our language knowledge even when we cannot afford to travel to a country where the language we are studying is spoken.

More modern computers would also have enough memory for the college to be able to install up-to-date word-processing and presentation software. Language students increasingly need to make use of the more advanced features of these programs and this is not possible for us with the computers that are currently in the study centre.

For the above reasons we very much hope that the decision will be taken to spend the generous sum that has been donated on three new state-of-the-art computers for the study centre.

Notes

- *The answer deals with all the points requested – suggesting what equipment should be bought for the study centre and why it would be of particular use to language students*
- *The writer demonstrates a good use of vocabulary connected with computers – 'cutting edge', 'access the Internet', 'crash', 'social networking sites', 'install', 'up-to-date software', etc.*
- *The answer is organised into well-defined paragraphs*
- *The final paragraph clearly sums up the main point that the writer wants to make*
- *The writer uses an appropriate semi-formal register – s/he doesn't use contractions, for example*

5 (a) (review)

Style

Your style should be consistently neutral or informal. As you are writing for a college magazine the style is unlikely to be formal.

Content

You should discuss how effective you think the opening of the story is. You should also consider whether you think that other students at your college would find the text as a whole enjoyable. Your answer needs to make it absolutely clear that you are familiar with the story.

Organisation

Your review should be clearly organised into paragraphs. It should ideally have a heading although this could simply be the title of the text you are writing about. As your readers may not know the story, your review will need to briefly say what happens at the beginning, but remember that the main part of your review should be opinion rather than narration.

5 (b) (essay)

Style

The style for an essay for your teacher is most likely to be neutral.

Content

You should name two friendship relationships in the story and make a comparison between these. Part of this comparison should involve giving your opinion on which of the two relationships is stronger. Your opinion should be backed up with an explanation. Your answer needs to make it absolutely clear that you are familiar with the story.

Organisation

The essay should be organised into distinct paragraphs. It should state its intention at the beginning and should come to a clear conclusion at the end.

Use of English Part 1 back

Training: Review

1 You should first read the title and then read all through the text. This will help you understand the text which will make the task easier for you.

2 Often the right answer is the only option that collocates with what is written either before or after the gap.

3 Often the presence (or absence) of a preposition before or after the gap means that only one option is possible.

4 It's always worth having a guess. You don't lose marks for a wrong answer. So eliminate any option you feel sure is incorrect and choose from the rest.

Useful language: checking for correct collocations

1 **1** drawn **2** attend **3** taking **4** know **5** sit **6** achieving **7** getting **8** have

2 **1** make **2** go/enjoy **3** have/throw **4** take **5** meet **6** make **7** shows **8** find **9** range **10** area

Useful language: thinking about prepositions

1 **1** knowledge **2** visit **3** participate **4** get **5** thank **6** talks **7** reasons **8** advertisement

2 **1** I don't have much information about local history.
2 My stay at my grandparents' was a great success.
3 The boy didn't contribute to the discussion.
4 When does your plane arrive in/at Rio?
5 Polly wrote to congratulate the singer on her new album.
6 My grandfather never discusses his time in Scotland. (No preposition is needed after *discuss*.)
7 The article considers the consequences of the workers' strike.
8 I saw an article about a language course in the paper.

Exam practice back

1 **D** *Distraction* 'all' cannot be used after 'the' as a noun; 'whole' would only be used about one thing whereas here the writer is talking about a number of things; 'amount' is used with uncountable nouns like 'money' and 'butter'.

2 **A** 'A handful of' means 'a small number of'. *Distraction* The other words would not be used about hotels.

3 **B** The preposition 'along' only works with 'lines'. You would say 'in a similar style', 'following a similar model' or 'using a similar idea'.

4 **D** It would be 'providing customers with', 'advertising a night in Schneedorf to customers' and 'suggesting customers spend'.

5 **B** You might put extra covers on a bed to keep yourself warm but the word used with clothing is 'layers'.

6 **A** *Distraction* All the other words would need to be followed by 'of'.

7 **C** None of the other words collocate with 'candlelight'.

8 **D** This is the most neutral of these three words – the others all have slightly negative overtones and this does not fit the generally positive tone of the piece.

9 **C** 'leads' is the word that correlates with 'corridor' (and 'road', 'path' or 'track') to mean 'takes one to'.

10 **B** None of the other words would be followed by 'of'.

11 **A** The only option which collocates with 'mood'.

12 **B** 'melted' and thawed' would suggest that the food is getting hotter rather than colder, which clearly does not make sense.

Use of English Part 2 back

Training: Review

1 No, it isn't. Understanding what the text is all about will help you find the right words for each gap.

2 No, not at all. It probably makes sense to do the ones you find easiest first.

3 You must only write ONE word in each gap.

4 You need to write a grammar word in each gap, e.g. preposition, pronoun, article, quantifier, auxiliary verb, etc.

5 No, you must choose one and write only that one down.

Considering meaning and grammar

1 **1** **very:** 'much' would need to be followed by a comparative adjective in a sentence like this, e.g. 'much fuller than I'd expected'.
2 **newly:** An adverb is needed to modify a past participle like 'refurbished'.
3 **healthily:** 'healthy' is an adjective and would need to be followed by a noun, e.g. 'eat healthy food'.
4 **so:** 'too' would be followed by a different pattern – 'too hot for us to eat outside …'.
5 **very:** 'absolutely' does not collocate with gradable adjectives like 'disappointing' – it is used with gradable adjectives such as 'wonderful' or 'unique'. A gradable adjective is one that can be 'slightly' or 'a little', e.g. you can say 'slightly disappointing' or 'a little disappointing' whereas you can't say 'slightly wonderful' or 'a little unique'. 'Disappointing' is gradable whereas 'wonderful' and 'unique' are ungradable.
6 **to:** 'in' does not collocate when you are talking about plans for making changes.
7 **no:** 'not' would need the indefinite article – 'there wasn't a lift available'
8 **anything:** 'nothing' would make the phrase into a double negative, which isn't correct in standard English. Note that 'without anything' means the same as 'with nothing'.

2 **1** would **2** a **3** missing **4** by **5** which **6** for **7** why **8** needs/wants (note that the verb after 'everyone' must be singular)

Useful language: focusing on phrasal verbs

1 take **2** bringing ('putting' is also possible in informal spoken English) **3** got **4** put **5** make **6** go **7** do **8** made/took **9** get **10** bring

Exam practice back

13 **more:** The preceding 'even' should suggest that the next word might well be a comparative form.

14 **That/This:** 'It' is not possible here because that would relate back to 'fuel' whereas we need a pronoun that relates to the whole of the previous sentence.

15 **it:** An object is needed after 'use' and this relates to 'electricity'.

16 **little:** 'few' would not fit because 'help' is an uncountable noun.

17 **by:** This introduces the way in which the company is hoping to make its name.

18 **into/to:** You convert, or change, something from one form 'into' a new form.

19 **make:** 'make use of' is a strong collocation.

20 **all:** Using 'at all' allows the writer to make the point that there are no moving parts in a more emphatic way.

21 **as/that:** 'Same' is often followed by 'as', e.g. 'the same age as my brother', 'the same university as I go to'.

22 **on**

23 **only**

24 **which:** 'that' would only be possible if the sentence ended at 'technology' and 'All' began a new sentence.

25 **well:** the required meaning is 'also'.

26 **so**

27 **what:** This pronoun is used to stand for 'a market that'.

Use of English Part 3 back

Training: Review

1 Reading the text all the way through will give you an idea of the general meaning of the text and this will help you find the right words.

2 Yes. You must spell the word correctly to get the mark.

3 You usually have to add a prefix and/or a suffix.

4 You might have to decide between a person noun or an abstract noun, for example 'developer' or 'development', or you might have to decide between a singular or a plural noun.

Useful language: spelling correctly

1 **1** accommodation **2** committee **3** negotiate **4** beginning **5** professional **6** appropriate **7** interesting **8** pronunciation **9** necessary **10** receive

2 **1** advertisements/adverts **2** normally **3** disappointed **4** government **5** marvellously/marvelously (US spelling) **6** business **7** successful **8** embarrassment

Useful language: noting words from the same root

1 developments **2** developer **3** undeveloped/underdeveloped **4** misinterpreted **5** interpretation **6** interpreters **7** applicable **8** (re)applied **9** applications

Exam practice back

28 **neighbourhood/neighborhood:** Clearly you need the noun that refers to the place not the person, 'neighbour'.

29 **sight**

30 **unattractive:** The preceding sentence makes it clear that a negative word is needed here.

31 **elevated**

32 **innovative:** You need an adjective that describes the public park rather than a noun.

33 **unlike**

34 **carefully:** An adverb is needed to modify the adjective 'tended', to tell readers how the plants are tended.

35 **enjoyment**

36 **striking:** You need an adjective here – the context makes it clear that the buildings are 'striking and new' rather than 'strikingly new'.

37 **remarkable**

Use of English Part 4 back

Training: Review

1 Yes, there will be at least two possible words for each sentence but only one word will fit in all three of the sentences.

2 No, it will always be in exactly the same form – though it might be acting as a noun in one sentence and as a verb in the others, for example.

3 Yes. You must spell the word correctly to get the mark.

4 No. The sentences may come in any order – and different people find different things easy or hard, of course. Don't spend too long looking at one sentence if you can't think of anything to fill the gap. Try the next one as it may suggest the answer to you.

5 Both are important. The meaning tells you what kind of word you're looking for, but the grammar may help you find the correct possibility – a preposition after the gap, for example, will restrict the words that could fill that gap.

Words with multiple meanings

1 cross **2** (to) pass **3** capital **4** (to) strike **5** (to) date **6** (to) treat **7** point **8** note

Words with multiple collocations

1 **1** tip **2** trial **3** notice **4** corner **5** fit **6** crack

2 **1** notice **2** fit **3** tip **4** crack **5** trial **6** corner

Exam practice back

38 **service:** 'drive' would be possible in the first sentence, 'corps' in the second and 'check' in the third but only 'service' works in all three sentences.

39 **catch:** 'get' would be possible in the second and third sentences but not in the first one.

40 **light:** 'small' would be possible in the first two sentences but not in the third one.

41 **mark:** 'sign' would be possible in the first sentence, 'grade' in the second and 'stain' in the third but only 'mark' fits in all three sentences.

42 **power:** 'strength' would be possible in the first sentence, 'operate' in the second and 'influence' in the third but only 'power' can be used in all three sentences.

Use of English Part 5 back

Training: Review

1 Six (and the minimum is three).

2 Two

3 No, you must use it in exactly the same form.

4 Two. This means that it is always worth writing something. You may get at least one of the two marks.

Useful language: choosing the right expression

1 **1** **turned out:** *Distraction* 'resulted in' here would need to be followed by a noun, e.g. 'resulted in disappointment'.

2 **a letter of apology:** This is a fixed collocation – we talk about a 'love letter' but not an 'apology letter'.

3 **the opportunity:** Margot might have the 'possibility *of* doing' something, but not the 'possibility *to* do' it.

4 **finding:** You have 'difficulties *in* doing something'; it is 'difficult *to* do something' but the noun 'difficulty' is not followed by an infinitive.

5 **leave:** It would also be possible to say 'I'll let you *have* details' but 'let' alone is not enough.

6 **going:** 'recommend' cannot be followed by the infinitive with 'to' – you can say either 'I recommend going' or 'I recommend *you* go' but NOT '~~I recommend to go~~' or '~~I recommend you to go~~'.

7 **cleaning and decorating:** Both verbs must be in the same form – both verbs follow the preposition 'in' and so they must both be in the '-ing' form.

8 **where he found:** In indirect or reported questions, the auxiliary is not used: 'Where did he go?' / 'But I don't know where he went' / 'She asked where he went', etc.

2 **1** not to leave your projects in/at

2 turned out to be unexpectedly

3 had no difficulties (in) getting

4 to know where Lisa went

5 would/'d recommend having a meal / eating

6 a letter of apology for making

7 not have the opportunity to go / of going

Exam practice back

43 **takes it | for granted (that):** 'Everyone' and 'everybody' are both followed by a singular noun.

44 **is/'s time | I made an appointment:** Remember you need to use a past form of the verb in sentences like 'it's time we did something' or 'it's time you went home'.

45 **put up with | his (intolerable) behaviour:** The phrasal verb 'put up with' means 'tolerate' or 'bear'.

46 **is in charge of | encouraging reading:** 'takes charge of' would not have the same meaning as the first sentence.

47 **it's/it is worth | bearing/keeping in:** Remember that 'it's worth' is followed by a gerund rather than an infinitive.

48 **see eye to eye | as far**

49 **isn't / is not to blame | for breaking**

50 **broke the world record | for the**

| shows where the answer is split into two parts for marking purposes.

Listening Part 1 back

Training: Review

1 You should use this time to read the questions and think about them. This is useful because (a) it will give you an idea of what the recording is going to be about and (b) it will tell you what kind of information you need to particularly listen out for.

2 You should use this time to look again at any questions you did not get the answer to on the first listening. Then if you have any more time left, check through the questions you did answer.

Reading the questions

1 *Extract one*

1 the *Oxford English Dictionary*

2 The first question focuses on fact rather than opinion.

3 The second question focuses on the woman's opinion.

Extract two

1 car (or van)

2 No, there were clearly problems

3 In A the woman is likely to be impatient with the man, in B she is more annoyed with herself and neutral towards the man, in C she is positive towards the man.

Extract three

1 a piece of work

2 In A they might talk more about grades or about marking the work.

In B the roles are reversed in the sense that it is probably the person with superior knowledge/experience who will have done the work.

In C the manager might perhaps be acting in the role of project leader but there are quite a variety of ways in which the people in this relationship might discuss a piece of work.

3 The student might not have answered the question set in A. The student might have done the work in a very careless way in B. The student might have done a satisfactory piece of work but just not finished it off properly in C.

The professional might have misunderstood what the client wanted – or the client might have changed their mind in A. The professional might not have had enough time to do the work satisfactorily in B and the professional or client might feel the work needs some extra polishing in order to be satisfactory in C.

The employee might not have done what the manager requested in A or the needs of the task might have changed. The employee might have not paid enough attention to the work in B and the employee might not have done the final small touches that are needed to produce quality work in C.

Note that what you predicted in answers to Exercise 1 may not reflect the actual recording, but anticipating content should help you to understand what the context might be and so to follow the recording more easily.

2 It is useful to think about this but the answers usually all seem plausible – indeed if one stands out as the most likely answer, it will probably be the wrong answer. Similarly, the least likely answer will sometimes be the correct one.

Exam practice back

1 **C** *Distraction* A: work is still continuing on this project – 'there is still a lot more work to do' – and there will be a new edition even if it is electronic rather than in book form; B: we are not given any information about comparative sales.

2 **B** By using the colloquial phrase 'I'd go along with that', the woman makes it clear that she agrees with the person she has just quoted. *Distraction* A: the woman has a positive attitude towards the changes; C: the woman suggests that it is anticipating a trend rather than reflecting a trend.

3 **B** All these options caused the man some problems but the words 'the worst thing was' signal that he is about to mention the main problem.

4 **C** *Distraction* A: the woman was not there to give him any advice – the man merely wishes that she had been; B: although she was not helpful, she does not express any regret at not having been there to help him.

5 **C** *Distraction* A: although a lecturer and student might well be discussing a report the student has written, the word 'client' makes it clear that this is a work situation; B: the use of 'come back to us' make it clear that the two speakers are in the same organisation.

6 **A** *Distraction* B: although the work was done quickly, that has not had a negative effect on the quality of the work; C: the speaker refers to the need to check carefully in the future rather than having done so in the past.

Listening Part 2 back

Training: Review

1 It makes sense to think about the kind of word that might fill the gap – a country, a job or an adjective, for example.

2 Yes, although occasionally some variations are allowed. US spellings are, of course, considered as correct as UK ones.

3 No, you will be expected to write words in the form in which you hear them.

4 Usually you will only need to write one word, though it is also occasionally possible that you will need to write two words.

Answering accurately

1 1 quite beautiful

2 the environment

3 the whole truth

4 because of the weather

5 through the forest

6 he would always believe her

7 the parcel which I received

8 an interesting programme (US/UK alternative: program)

9 a really quiet holiday

10 convenient and healthy food

2 *Suggested answers (alternatives are possible)*

1 mechanical engineer

2 a broken leg / breaking a leg

3 America

4 swimming

5 France (not the France) (NB the names of most countries do not need the definite article [apart from 'the USA', 'the UK', 'the Philippines', etc.])

6 unsatisfactory

7 worry

8 anger

3 1 **Australia**/Canada/the USA: The speaker lives in Canada now and spent his childhood after the age of one in the USA.

2 **remarkable**/normal: The speaker thought his childhood was normal at the time though he now realises it was remarkable.

3 **Geography** / International affairs: The speaker's sisters studied International Affairs while he studied Geography.

4 **waiter** / journalist: The speaker wanted to get a job as a journalist but had to work as a waiter until he was able to do so.

Exam practice back

7 **lawyer:** The other jobs you hear – 'banker' and 'IT consultant' are jobs that friends of Lara's once had.

8 **flu:** Lara mentions another illness – bronchitis – but that was something she had suffered from previously.

9 **Central America:** Although Lara's immediate reaction is to go to Ireland, she quickly rejects that idea.

10 **skiing:** Lara mentions golf and French as things one might decide to improve if made redundant but they are not what she decides to do herself.

11 **sunrise(s):** Lara also talks about 'beauty' but this does not make sense in the context of the question.

12 **ordinary:** This is the only word Lara uses about her previous life which fits in the question.

13 **panic:** You also hear 'welcome it' but that is what you should do rather than what you should not do.

14 **gratitude:** You might expect this to be a negative feeling and you do hear the word 'anger' but Lara makes it clear that this is not how she actually felt.

Listening Part 3 back

Training: Review

1 It's useful to read the questions first because they will give you a lot of information about what you are going to listen to. They also show you what exactly you need to focus on when you are listening. It's less important to read all the options if you do not have time to read everything.

2 It's useful to think about other ways of saying the points made in the questions and the options because the recording will usually use different ways of conveying the same ideas.

3 Yes, the questions follow the order that you hear things.

4 You should always guess. You don't lose a mark for a wrong answer.

Useful language: topic vocabulary

1 spaceman/spacewoman 2 spacesuit 3 spacecraft
4 blast-off 5 re-entry 6 splash-down
7 touch-down 8 launch pad 9 mission control
10 weightlessness 11 spacewalking 12 heat shield

Using the preparation time

1 You learn you are going to hear two students (a man, Tom and a woman, Bella) talking about an article about a woman astronaut. The woman astronaut is called Ellen Ochoa. Bella admires her. We learn something about the requirements for would-be astronauts, including something that surprises Tom. Bella finds one part of Ellen's work particularly interesting while Tom thought the article said too little about one part of her work. Bella and Tom now plan to do something else relating to the theme of the article.

2 1 ✗ (this may come up but there is nothing in the questions that makes it clear that it will) 2 ✓ (see Question 15)
3 ✓ (see Question 16) 4 ✓ (see Question 17)
5 ✓ (see Question 18) 6 ✗
7 ✓ (see Question 19) 8 ✓ (see Question 20)
9 ✗

Exam practice back

15 **C** The phrase 'You're right there' is a colloquial way of expressing agreement. It is only Bella who thinks that one specific personality type is required for the job of astronaut.

16 **A** Bella admires all these aspects but she makes it clear that it is her writing style she most appreciates.

17 **B** 'Me neither' shows that Tom agrees with what Bella has just said. All the options are requirements for being an astronaut, but it is only B that surprises Tom.

18 **B** Bella and Tom find all these aspects of Ellen's life interesting but Bella makes it clear that she finds her work in mission control 'particularly intriguing'.

19 **A** Tom indicates that he is about to make a negative comment when he says 'I thought it was a pity …' *Distraction* B and C are wrong because they clearly are discussed in the article. D appears not to have been talked about but it is only an example of something that Tom suggests might have been interesting rather than reflecting the more general point that he is making.

20 **D** *Distraction* A, B and C are all things that the students have considered but D is what they ultimately both decide to do.

Listening Part 4 back

Training: Review

1 Five

2 They are all talking on the same theme (which is stated in the introductory rubric).

3 Two for each speaker, a total of ten questions

4 No. The answers to the two questions relating to each speaker do not come in a predictable order.

5 Read the questions very carefully.

6 There are eight options in each set and five speakers, so there are three options in each set that are not needed.

7 The speakers will mention other options – but in a way that makes it clear that they are not the required answer.

8 How you approach the task depends on you but most students find it better to think about both questions for the speaker each time they hear the recording.

Reading the questions

1 1 H 2 B 3 G 4 A 5 E 6 F 7 D 8 C

2 *Suggested answers (alternatives are possible)*

A cramped but cosy, hear the sound of the water lapping against the boat, gentle movement as other boats pass by

B hard if the lift breaks down, people look very small as you look down on the street, can see into the far distance

C attractive wooden beams, large fireplaces, bump your head on low ceilings

D cleaning rota, whose turn it is to wash up, queue for the shower, fun to always have friends around you, always someone to talk to

E loud music from floor below, shared kitchen, communal TV lounge, swipe cards, friendly atmosphere, warden

F family member, aunt's flat, stay with my uncle, convenient for work/college

G saves money, will have to move if leave job, relatively cheap, perk of the job

H can be dark, see people's legs passing by, cool in summer

3 *Suggested answers (alternatives are possible)*

1 fairly cheap, not too expensive, doesn't cost much, reasonable, reasonably priced, inexpensive

2 near the railway station, convenient for buses, bus stop right outside the door, good travel connections

3 peaceful, tranquil, no traffic noise, not disturbed by any noisy neighbours

4 you can see for miles, panoramic vistas
5 sports club, fitness centre, swimming pool, theatre, concert hall, cinema
6 free at once, already vacant
7 roomy, with plenty of space/room, large airy rooms
8 freshly painted, modern style, attractive wallpaper, tastefully presented, shabby wallpaper, clashing colours

Exam practice back

TASK ONE

21 H The speaker mentions visiting the area with relatives and talks about previous accommodation living with friends but these both relate to his previous rather than his current experience.

22 D The speaker mentions living on the river in order to distract – that is where she lived previously.

23 B The speaker had hoped to live with a relative but explains that unfortunately he was not able to do so.

24 G The speaker is in a flat but on the second floor rather than in the basement or on the top floor. The word 'only' makes it clear that the second floor is not the top floor.

25 A 'One moored next to it' refers to the houseboat that the speaker visited.

TASK TWO

26 G *Distraction* Although the speaker mentions rejecting other places because they were too expensive, he still goes for this one even though he makes it clear it isn't cheap – because it is unexpectedly roomy.

27 C *Distraction* The speaker also talks about decorating her new accommodation but it is clear that she has not done this yet, so this is not a reason to move to this place.

28 F *Distraction* Although the speaker mentions that his accommodation is spacious, that was not the reason for his decision to live there.

29 A *Distraction* Although the speaker comments first that the location of her accommodation is very convenient, she then makes it clear that that was not actually why she chose to live there.

30 H The phrasal verb 'done up' means 'decorated'.

Speaking Part 1 back

Training: Review

1 and **5**

2 *Suggested answers*

1 People:
What is your best friend like?
Who are you most like in your family?
What person do you most admire?
What qualities do you look for in a friend?
How would you describe your own character?

2 Work and study:
What would be your ideal job in the future?
Which subjects did you enjoy and which did you not enjoy at school?
Can you tell me about your most memorable teacher?
Do you think you learn more by reading or by doing?
What kind of work experience have you already had?

3 Leisure:
Which do you prefer and why – watching a sports event on TV or attending it in person?
What new leisure activity would you like to try?
What did you think of the last film you saw?
Would you recommend the last book you read?
What sorts of things do you collect – or can you imagine yourself collecting one day?

4 Travel:
What's the most memorable journey you've ever made?
What, for you, is the most enjoyable means of transport and why?
What would be your ideal car?
What was your journey here today like?
How do you prefer to spend your holidays?

5 Where you live:
What do you like and what do you not like about the town where you live?
What would your ideal home be like?
If you could change one thing about your room, what would it be?
How would you describe the place where you live to a new e-pal or penfriend?
If you could live anywhere in the world, where would you choose to live and why?

Useful language: talking about yourself

3 a This response is too short and doesn't give any information at all. It would be better to say something like:
'I don't know. I haven't decided yet. But I'm thinking I might perhaps do a teacher training course and then try to get a job abroad.'

Remember it's better to say something that isn't true than to give a very short answer.

b This response is very inaccurate. This is a correct version:
'It depends on my exam results. I am interested in a lot of things. I hope I am going to get a job next year after I finish my degree at university. I am studying information technology so I think I should easily get a good job.'

(It is particularly important to know the correct words for things like the subject you are studying or the job you have.)

c This response is too abstract and doesn't answer the question. The point is to give personal information about yourself. There are, of course, many ways to improve this answer. One possibility would be:
'It's hard to know for sure. Sometimes I think I'd like to travel. At other times I feel the most important thing is to get a good job. I've still got time to decide, though, because I won't graduate for another couple of years.'

Speaking Part 2 back

Training: Review

The statements are all false and need correcting.

1 In Part 2 you have to speak for one minute.

2 You have to comment on two out of three pictures.

3 The examiner will ask you two questions relating to the pictures and the same questions will be written above the pictures.

4 You will be asked to speculate about the pictures rather than describe them in detail.

5 Your partner will have to speak for a minute on a different set of pictures from yours.

6 You should not say anything until the examiner asks you a question.

7 The examiner will give you only 30 seconds to reply to the question which is asked after your partner has spoken.

Useful language: a sample response

1 **1** shows **2** getting **3** both **4** have **5** on **6** well **7** to **8** making ('taking' would also be possible here) **9** what **10** their **11** on **12** might ('may' is also possible here)

Speaking Parts 3 and 4 back

Training: Part 3 Review

1 The pictures in Part 3 are not on the same theme as the pictures in Part 2.
2 Part 3 is more like a conversation than Part 2.
3 It is not important that you come to a decision in Part 3.
4 You should not invite the interlocutor to give their opinion in Part 3.
5 It is not important that you and your partner should agree in Part 3.
6 The questions that you have to answer in Part 3 are written above the pictures.

Part 4 Review

1 discussion 2 topic 3 interlocutor 4 develop
5 opinion 6 explain 7 way 8 part

Useful language: choosing the right words

2 **Speaker A:** but; ways; Do you
Speaker B: point; what
Speaker A: goes; tend
Speaker B: fair; think; wondering; much

5 Do you think that people's salaries should depend on how much they actually contribute to society?
Would you agree that all jobs are stressful in their own way?
How can work-related stress be minimised?

Test 2 Transcript

Listening Part 1

Exam practice

CD 13 PART 1 back

You'll hear three different extracts. For questions one to six, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract one

You overhear a man and a woman discussing a news item about the Oxford English Dictionary. *Now look at questions one and two.*

Man: Did you see that article in the paper saying that the *Oxford English Dictionary* may never again be published as a set of books? They were saying that since 1989 a large team of lexicographers have been working away on the new edition, trying to map what the article called the endlessly flowing river of the English language. Only about a third of the work's been done so far and it's estimated there's at least ten years' work still to do. I wonder how the researchers felt when they were told their work might never actually appear in its traditional book form.

Woman: I didn't read the article but I heard someone on the radio saying it's a typical reflection of the decline of culture, an increasing sloppiness with regard to words, all the usual stuff. But then someone else said he thought it's better to see the change as a good thing and to celebrate it. He argued that the *Oxford English Dictionary* had no choice but to be published as a set of heavy and expensive volumes first – because no better technology was available. But now, at last, we're able to have it in a much more beautiful and accessible form and don't have to put up with old inconveniences like books any more. And I'd go along with that. I'm sure there'll be a tendency for lots of other books to go the same way soon.

Now you'll hear the recording again.

Extract two

You hear two people discussing a journey. Now look at questions three and four.

Woman: So how did it go then? Was the traffic as dire as you'd expected?

Man: Worse if anything. But at least it made it easier to find where I had to get to. It was off a tiny little side street and I could easily have missed it if I'd been going a bit faster.

Woman: Oh well. At least you saw it.

Man: Yeah but the street was so narrow with cars parked on either side. I only just managed to squeeze into a really tight spot at the end. But the worst thing was when I came to leave. The street turned out to be a dead end. There wasn't enough room for a car the size of ours to turn, so I had to back all the way out. I wished you'd been there to help guide me.

Woman: Well, I don't suppose you'd have listened to me if I had been there. I get flustered and you get cross.

Man: No, I don't! Anyway, I really wondered if I was going to be able to make it.

Woman: Well, good for you, I hate having to reverse like that.

Now you'll hear the recording again.

Extract three

You hear two people discussing a report. Now look at questions five and six.

Man: You wanted to see me?

Woman: Yes, it was just to talk about that report you did for me.

Man: Was it all right? Er, I didn't have as much time to work through all the issues as I'd have liked.

Woman: No, I appreciate that. It was very good, considering the constraints you were under.

Man: Thank you. So ...

Woman: The thing is, the client has now come back to us with some changes to the specs.

Man: Oh, right. Anything major?

Woman: Well, you're going to have to go away and study the fine print pretty thoroughly. I've only skimmed his document as I've been so busy with that university project, but there do seem to be one or two significant points.

Man: So I'll need to start again from scratch?

Woman: I don't think that'll be necessary. Anyway, you do what you can on it for the rest of this week and over the weekend and then we can get together again on Monday and check it through carefully. Oh, um, if you have any questions about it before then, feel free to email me. I'll be working from home for the next few days.

Man: Oh, OK. Thank you.

Now you'll hear the recording again.

Listening Part 2

Training

CD 14 Exercise 1 back

1 quite beautiful
2 the environment
3 the whole truth
4 because of the weather
5 through the forest

6 he would always believe her
7 the parcel which I received
8 an interesting programme
9 a really quiet holiday
10 convenient and healthy food

15 Exercise 3 back

George: My name's George Fairham and I live in Canada now. However, I wasn't born there. I spent the first year of my life in Australia. My parents moved from there to the USA in the mid 50s. They never stayed more than a couple of years in the same place. When I was a child, I thought that was normal, of course, but now I realise that the childhood that my sisters and I had was remarkable. We saw a great deal of the world and that's the best form of education anyone can have, in my opinion. It might be why I went on to major in Geography at my university. Or why my sisters both studied international affairs. After graduating I wanted to find work in New York as a journalist. No newspaper there would take me on at that point but I stayed in the city until they agreed. Until that happened I earned my living as a waiter. That was an interesting experience ...

Exam practice

16 PART 2 back

You'll hear a woman called Lara King talking about her experiences after losing her job. For questions 7–14, complete the sentences.

You now have forty-five seconds to look at Part Two.

Lara: My name's Lara King and I'm here to tell you about my experience of losing my job. I'd had a feeling I would get made redundant. One of my best friends worked as a banker and she'd lost her job, as had another one who was an IT consultant. I had a good job as a lawyer and the company I was employed by had just been taken over. I'd been working there for three years and I loved it! I lost my job in August. I'd just been off sick with flu. I don't usually catch things. The last time I was ill was at school when I had bronchitis quite badly once – anyway, I'd been off for over a week. Then, on my first day back at work, I found I didn't have a job any more.

My first reaction was to rush back home to my parents in Ireland but I decided to resist that. Then within a week I'd booked a flight to Central America and spent a month travelling there. I thought to myself: I'm 33, I don't have any ties and I don't have to find a new job; I can use this as an opportunity to do something totally different.

Anyone with a job like I had should have something they'd like to do if they get made redundant – something like improve their French or learn how to play golf. I'd recently been skiing for the first time and I really enjoyed it but had thought to myself that I'd never be able to get that good if I only did it once a year. So, it seemed like the perfect opportunity to spend more time in the mountains.

I began working as a rep with a winter holiday company. It was like nothing I've ever done before. I'm not normally someone who likes early mornings but when I had to get up at 6am and saw the sunrise, it was all worth it. I don't think I've ever seen such beauty.

Six months ago I was working at a computer all day, every day and who knows what I'll be doing this time next year. I liked my life before, but I appreciate now that it was very ordinary, and there's an awful lot more out there.

If one of my friends got made redundant tomorrow, what advice would I give? Well, the first thing I'd say is to welcome it, and above all, don't panic. See it as a chance to do something you've never done before.

As for the people who've put you in that position, I think it's also crucial not to feel a sense of anger towards them, partly because there's no point, but also because they've actually given you an opportunity. My main feeling now towards the people who fired me is, honestly, one of gratitude. If you're given the chance to try something different, you should just take it.

Listening Part 3

Exam practice

17 PART 3 back

You'll hear two students, Bella and Tom, discussing an article they've read about a woman astronaut. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have one minute to look at Part Three.

Tom: That was a really interesting article the tutor recommended about Ellen Ochoa, wasn't it, Bella?

Bella: It certainly was, Tom. I used to dream of going into space when I was a kid. Though I know now I wouldn't be the right kind of person for the job.

Tom: But surely they need all sorts of different types of people?

Bella: Mm, I'm not sure about that. I'd get too panicky if there were problems I think. Anyway, I found it particularly interesting to read about a spacewoman. There aren't too many of those around.

Tom: You're right there!

Bella: Anyway, I'm sure they'd be just as able as men to cope with all the challenges of the job. The article certainly suggests that Ellen was something special, the way she defied all the odds in her determination to do what she'd wanted to do ever since she was small. What I liked best were the sections which quoted her – I thought she was amazingly good at conveying what it was like to go into space.

Tom: True. And she's also obviously a very talented scientist.

Bella: Yes, she did amazing work and I think she sounds as if she must have been a wonderful colleague for the others in her team.

Tom: Absolutely, Bella! I also found the article interesting in what it said about the requirements for becoming an astronaut. I knew you'd have to have done loads of flight hours as an ordinary aircraft pilot of course. And I suppose it's not that surprising they want people who are good at sport and who aren't either too small or too tall.

Bella: Mm, well, I was surprised, Tom, that being shorter than the average was not acceptable. I wouldn't have expected that to be an issue. But I never imagined that you needed to have a post-graduate degree. I don't think I even realised you had to be a graduate.

Tom: Me neither. I never imagined that. Anyway, she does have an interesting life, doesn't she?

Bella: Yes, Tom, I know. Imagine walking in space. And having to work inside and outside the capsule when you're weightless!

Tom: Yes, that must be extraordinary. For me I think the most interesting bit would be having to deal with all the little unexpected problems that arise, having to sort things out within your little team. That must be amazing.

Bella: Yes, it must. But I was particularly intrigued by her account of the role she sometimes has as one of the people on earth who are in control of the mission. You know when she helps them communicate with other astronauts in space. I thought that sounded really fascinating. Being the one person present on the ground who really understands what life is like for the space crew. She must be able to make things go much more smoothly. Anyway, all in all I thought it was a brilliant article.

Tom: Yes, it was. Though I thought it was a pity it didn't tell us as much as it might have done about the less pleasant sides of being in space. I can't believe that it's always straightforward, that all they do is admire the views and carry out lots of ground-breaking scientific research. There must be some low points – even if it's only being irritated by some annoying habit of a fellow crew member or getting fed up with the same old food.

Bella: Well, we could always try to do a bit more research into that sort of area, if you liked, Tom. I wondered even if Ellen Ochoa's experiences might make a topic for that science coursework we've got to do next term. Or, you know, we could see what we could learn about everyone who's gone into space from Yuri Gagarin to the present day.

Tom: Well, I'm not sure about that. I was quite keen to do something on the funding of space research. Anyway, I suppose we could bear it in mind. But what I do fancy doing is going to a series of lectures I've seen advertised on astronauts and how they're portrayed in the cinema and in books.

Bella: Wow! That sounds brilliant! Do you mind if I come along too?

Tom: Of course not, Bella. It'd be good to do it together.

Listening Part 4

Exam practice

CD 1 18 PART 4 back

Part Four consists of two tasks. You'll hear five short extracts in which people are talking about where they live. Look at Task One. For questions 21 to 25, choose from the list A to H where each speaker lives. Now look at Task Two. For questions 26 to 30, choose from the list A to H why each speaker moved there. While you listen you must complete both tasks. You now have forty-five seconds to look at Part Four.

Speaker one

I got a job here six months ago and didn't know anyone here at all. I'd visited once before with my grandparents for a day – and remember having a great time rowing on the river – but otherwise it was all quite unfamiliar territory for me. I got the local paper and looked at a few quite nice places that were being advertised in it. But they were all far too expensive. Anyway then I went along to see another place and fell in love with it at first sight, even though it wasn't cheap. It just had so much room and I'd been living in such a poky little house with other students for the last three years. You don't expect to find somewhere so nice in a place below the ground floor of a big house. But it's absolutely beautiful and I feel very lucky that I was able to snap it up before anyone else did.

Speaker two

I'd always dreamt of living on the river and I was able to rent a houseboat when I first moved here. But it really wasn't as idyllic as I'd imagined – surprisingly noisy as people were always walking or cycling along the river bank at all hours of the day and night – and when some people from the sports club I'd joined invited me to share with them, I jumped at the chance to escape the noise! We rent a pleasant little place in a back street in the centre of town. You'd be amazed at how peaceful it is there. You feel as if you're in a village. Yet, it's still easy walking distance from work and most of the other places I like to visit in the centre. We've got quite a lot of decorating to do there but I enjoy that and the landlord has agreed to cover the cost of the paints, so that's something!

Speaker three

One of the reasons why I took the job here was that it was the town where I'd been to uni and I had a great time here. The city has brilliant facilities for young people. So I was looking forward to living here again. When I was studying I'd lived with my aunt who had a flat here and I'd rather thought I might be able to do that again. It'd have been a great cheap option. But unfortunately her work posted her abroad just before I was due to move back here. She had to sell her flat so I had to find an alternative at relatively short notice. Most of the flats that were being advertised turned out to be already taken when I called, but in the end I found one. I agreed to take it because I was able to move in at once. It's in an old house and it's a nice large attic which has been converted into a one-bedroom flat. I haven't got to know any of my neighbours yet, but hopefully they'll become friends.

Speaker four

I was lucky to get the place where I live. It's a really convenient location in that it's right beside both the railway and the bus station. But that's not why I moved there. In fact, it's a flat that belongs to my workplace and they rent it out at very reduced rates to members of staff. I was really pleased as it'll make it easier to save up for a place of my own. My long-term dream is to buy an old cottage in a lovely quiet country village and redecorate it from scratch, so that it's beautifully modern inside while being very picturesque and olde-worlde outside. Anyway, the place I've got here is pretty nice – it's got plenty of room, which I'm enjoying after several years of living in a cramped student room in a modern hall of residence. And the views are surprisingly good, given that I'm only on the second floor.

Speaker five

I'd been living in this town for ages, first in a student hostel – which was fun because I always had friends on hand – and then in a shared house – which was also great, both cheap and right next door to the fitness centre where I was actually working at the time. However, then I got a much better paid job at the other side of town and decided I could afford to look for something a bit better. I was longing for somewhere with a bit more space by then. Anyway a colleague in my new job lived in a houseboat on the river. I had dinner with him one night and he persuaded me to get the one moored next to his which was for sale. It's tiny but I love it. Mainly because it is so beautifully done up inside – all exactly to my taste. All my family are taking turns to visit – there's only space for one spare bed!

Speaking Part 2

Training

CD 1 19 Exercise 2 back

The first picture I'd like to discuss shows two people getting married. This is obviously a very important ceremony for both of them. It would have involved a lot of preparations on the part of the bride and the groom and their families as well. They'd have had to do all sorts of things like making decisions about venues, choosing what to wear, getting their hair done and so on. They might well have had to organise a honeymoon too ...

Speaking Parts 3 and 4

Training

CD 1 20 Exercise 2 back

Speaker A: Shall I start? I think they all contribute to society but in very different ways. For example, the postman does a great job in helping people to communicate with each other. Do you agree?

Speaker B: Well, up to a point. I mostly keep in touch with people by text or email these days and most of what the postman brings me is junk mail.

Speaker A: Well, yes, they certainly bring me loads of stuff that goes straight in the bin but there are other things like wedding invitations, birthday cards, holiday postcards that people still tend to send in the post.

Speaker B: OK, fair enough. So what do you think about fashion models? I can't help wondering whether they actually contribute all that much to society.

CD 1 21 Exercise 5 back

1 Do you think that people's salaries should depend on how much they actually contribute to society?
2 Would you agree that all jobs are stressful in their own way?
3 How can work-related stress be minimised?

Test 3 Key

Reading Part 1 back

1 **D** '… anxious to encourage Small to eat more … been using a pink hand puppet … unfortunately, both chicks are terrified of it.' *Distraction* A: although adult birds are pink, this is not what frightened the chicks; B: we do not know anything about the colour of the zookeepers' clothes; C: although a puppet is a kind of toy, it was not for them to play with, but something to encourage them to eat.

2 **B** 'Ms Greene says she is not in fact concerned … "…by the time their own feathers are pink, they'll be loving the colour, I'm sure."' *Distraction* A: the birds have been housed together to help Small learn to eat by imitating Big; C: observing other birds may help them to eat but is not directly linked to the loss of fear of the colour pink; D: although the birds' diet changes as they become adult, this is also not directly linked to loss of fear.

3 **D** 'Pushing water up a rope' means doing something very difficult or impossible and the difficulty the writer had is explained by 'I believe we need zoos. Just not the typical zoos we have today … We need zoos that … understanding of our place in nature. A handful … are committed to these goals. Most, however, lack intellectual or scientific leadership … and focus principally on attendance figures'. *Distraction* A: the expression emphasises the difficulty of the task rather than the time it takes; B: the fact he does not like zoos is presented more as a result of the difficulties he's experienced working with them; C: 'pushing water up a rope' is an impossible task rather than an 'exciting challenging' one.

4 **C** Although some 'progressive zoos' have reacted differently, the majority [= most] are not convinced by the scientists: '… the majority of zoos have responded defensively, saying the scientists understand only wild elephants, not zoo elephants … different species.' *Distraction* A: only a minority [= 'several progressive'] 'have closed or are phasing out elephant exhibits'; B: there is nothing to suggest that most zoos are contributing to research; D: the text does not say that they have asked scientists to produce more evidence, simply that they do not like the evidence the scientists have produced.

5 **D** Putting 'natural' in inverted commas highlights the point that the places are not really natural at all. The words: 're-creating' and 'in an effort to' in the sentence beginning 'We now spend massive amounts' also remind us that they are actually artificial. *Distraction* A: although zoos do aim to create totally natural environments, the author, by using inverted commas, is showing that s/he knows the difference between what is really natural, and what is made to appear so; B: the text actually says the opposite – that habitats are very similar ('the style has become so a part of zoo culture that … is questioned for its validity and chances of success'); C: the text does not say whether zoos do a great deal of research into animal habitats, it just mentions some observations about visitor length-of-stay times.

6 **B** This heading summarises the content of the entire paragraph: 'Despite renovations and millions of dollars spent … the most we can expect of our visitors is a minute and a half'. *Distraction* A: the text suggests that there is a degree of variety in some American zoos (e.g. between 'old' zoos like Philadelphia and ones with landscape and cultural immersion like Disney's Animal Kingdom); C: the text implies that modern design has not led to much improvement as far as visitors are concerned; D: the focus of the paragraph is not on the greater use of landscape immersion in zoos but on the surprisingly low impact which this approach has on visitor length-of-stay times.

Reading Part 2 back

7 **D** The first sentence links back to the fact that the writer has just been awoken in the previous paragraph.

8 **A** The 'it' at the beginning of A refers back to the 'bus' mentioned at the end of the preceding paragraph. *Distraction* C: there would be a lack of cohesion in connection with the bus. C talks about the bus following the runners but the paragraph after the gap talks about the runners boarding the bus.

9 **G** 'This is just what I need too' at the beginning of the following paragraph refers back to the end of G where we learn that the women had been given a head start.

10 **E** The preceding paragraph has been describing how the writer was running with the women. This links to the opening sentence of E which says 'At about 7 km the men pass us'.

11 **B** In the preceding paragraph the writer is offered a lift and so this links to the first sentence of B.

12 **F** The sentence at the beginning of the following paragraph makes a contrast with what has gone before. F lists things that suggest poverty whereas the following paragraph shows the athlete's wealth.

Reading Part 3 back

13 **B** Here, the writer uses the word 'funny' with the sense of 'surprising': 'It's funny, because … she still really doesn't enjoy rowing; in fact she virtually cringes at the mention of the word.' *Distraction* A: the writer says that only people who don't know Roz would be surprised by this ('to the astonishment of those who don't know her'); C: the writer says the opposite: there is 'surprisingly little doubt' that Roz will achieve her goal; D: although the writer says Roz used to be an 'office worker', s/he does not say whether Roz had a good job or not.

14 **D** 'Well, there are those trying, trying to get others … to pay attention to the fact that there's a problem out there … land.' The repetition of 'trying' puts emphasis on the word 'trying', suggesting that a lot of effort is required to make people listen. *Distraction* A: 'trying' refers to getting the message across [= pay attention to the facts] rather than to achieving environmental goals; B: there is no mention of the idea of time; C: the sentence is not relating specifically to Roz, but to all 'those' people trying to get the environmental message across.

15 **C** At the start of her journey [= the first leg], Roz 'did her best to make sure the issue of plastic pollution would not go unnoticed' but soon [= after leg two] 'she was asked to attend some extremely high profile events'. Her increasing influence is also shown by the last sentence which says she 'started out preaching to the choir, but now she's got the attention of the whole congregation, and then some'. *Distraction* A: although the legs of her journey were dedicated to different issues (leg one to ocean pollution and leg two to climate change), the main point being made is that Roz has become more influential rather than that she has changed her views; B: we are not told whether Roz was surprised or not at the fact that important people listen to her; D: the writer does not comment on whether Roz has become a better public speaker or not.

16 A The writer suggests that nobody is in favour of ocean pollution: '… it's hardly likely that you'll find anyone who says they're pro-litter'. *Distraction* B: the writer does not say anything about how much attention is paid to the problem, only that there are no political differences on the issue ('It's both a progressive and a conservative principle to use less'); C: at this point the writer is talking about attitudes to the issue rather than action; D may be true but there is no mention of this in the text.

17 D 'We've made a lot of great progress in the last three decades, … All you have to do is remember your grandparents … as you try to explain how it's OK to discard all of the things the way we do in today's society.' In other words, we should stop constantly making and then immediately throwing away things in a way that previous societies would never do. *Distraction* A: there is no mention of giving money to environmental causes, either now or in the past; B: although the writer implies peoples' grandparents who lived through the Depression faced difficulties, s/he only asks readers to think about this in relation to throwing things away, not their relative good or bad fortune generally; C: the text says 'Nobody likes the extra packaging anyway'. (It is not today's consumers but the manufacturers of products who promote the use of packaging.)

18 C Although the text says that 'most scientists agree' with Roz's view that 'the planet will survive just fine in the long run', that is not presented as a reason for her appeal. The writer suggests the Rozlings are so 'eager to help out … because [Roz's] message strikes a chord with so many'. That message has a clear human focus: 'See, Roz doesn't say she's out to save the planet. Rather, she's out to save us – the people.' *Distraction* A: Roz's argument focuses on people rather than on science; B: although Roz sounds like a friendly [= vibrant] person, that is not presented as the reason for her appeal; D: 'Roz doesn't say she's out to save the planet' and 'Roz says … the planet will survive just fine in the long run' so her love for it is not 'obvious'.

19 B 'think about that poor woman … who asks only that you consider taking one simple measure to safeguard future generations – like using less disposable plastic.' This emphasises the contrast between the difficulty for Roz of the relentless pulling on the oars and the ease for other people to just refuse to use so much disposable plastic – a decision which does not involve any personal discomfort or hardship. *Distraction* A: although Roz clearly has a strong sense of purpose, this is not directly contrasted with other people and their involvement; C: the writer does not mention the sociable nature of other people's lives; D: the writer does not, in this paragraph, focus on the size of the problem nor does s/he say that Roz's message is a 'small' one.

Reading Part 4 back

20 C 'Tracks look good on the move, but … the surroundings start to look like you're travelling through a rather simply drawn child's picture book.' *Distraction* E also comments on the graphics but makes the point that they show speed very effectively.

21 D 'if you're a fan of the genre, it should provide you with several weeks of entertainment'.

22 B 'I took a simple pleasure, for example, in constructing a track running around my own name.' *Distraction* A, C and E are also mentioned as offering different locations but only B allows you to personalise the location in this way. D offers a degree of making things personal but that relates to the construction of ships to your own specification rather than to designing a location.

23 E 'There are ten tracks, of which three are available at the outset. Only by scoring gold in both classes on all of these can you gain access to the next three, and so on.' *Distraction* A and C also mention different locations but in A it is clear that the player chooses which location they wish to play on. This is probably what happens in C too, although it is not made so explicit there.

24 C '*Rally Rider* takes a different approach to the racing genre by abandoning in favour of heavy suspensions and cross-country courses. The game stands out because of its tracks … .'

25 A '… this year's update has added a considerable amount of extra content.' The beginning of A points out that the previous year's version was not as good as an even earlier version, which might have distracted you into thinking that this was not the correct answer.

26 E 'The approach is simple and unsophisticated. There are only three controls, far fewer than in many other modern games.'

27 C 'It means the game has to be played with care because screaming round corners at full speed will cause a time-consuming crash.'

28 A 'The graphics have generally improved but there's still something lacking. The cars throw really unnatural shadows …, rather than the tyre being deflated.'

29 B 'Many people might imagine that rail simulators are dull.'

30 D 'There are 30 pre-set campaigns to choose from, really each with its own goals and problems.'

31 A 'letting the player experience what it's really like to drive round most of the world's most famous racing tracks.' *Distraction* There is nothing in C to suggest that the tracks are real places.

32 D 'One of this game's best features … to your own specifications.' *Distraction* In B you design your own track rather than your own vehicles.

33 B '… you're forced into reading the manual. And that's the biggest disappointment … when it comes to the expert controls …, the game and the manual assume you already know quite a lot about locomotive operation.'

34 E 'A selection of viewpoints, including a breakneck 'biker's eye view' are offered.' *Distraction* C uses the word 'angle' but in a different sense in that it is in relation to the vehicle going over a section of the track at the wrong angle.

Writing Part 1 back

1 (proposal)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Catering at College

Comparison of Jacksons and Starfoods

Both Jacksons and Starfoods would be acceptable new caterers for the college. They are both offering interesting menus and services that would be appropriate for our students.

There are some slight differences between what they could provide. Jacksons, for example, proposes opening earlier in the morning and staying open later in the evening than Starfoods does, although it would actually be offering hot food for fewer hours per day than Starfoods would. Despite the fact that Jacksons claims to have competitive prices, Starfoods' menus are in fact cheaper.

Recommendation

I would recommend that the college opts for Starfoods for a number of reasons. As well as cheaper prices, Starfoods make the point that they would offer part-time work for students and this would be very helpful for many of us. Moreover, the fact that they would sell food that could either be eaten on the premises or taken away is also a positive aspect of what they are proposing. Their suggested opening hours are not as good as Jacksons but perhaps they could be asked to reconsider this. Even if they are not prepared to do so, then I think that the hours that they are currently proposing would in fact be adequate for most students.

Notes

- *Use of appropriate headings reflecting the points specified in the task*
- *Opening statement gives a clear introduction to the proposal*
- *All the points from the notes are taken up in the proposal*
- *The three dots in the note against 'Competitive prices' are expanded on*
- *Good range of vocabulary and structures used*
- *Words from the question paper are changed – 'eat in café' becomes '[eat] on the premises', for example*
- *Appropriately neutral register*
- *Good use of connecting expressions – e.g. 'despite the fact that', 'moreover' and 'even if'*
- *The proposal ends with a clear recommendation*
- *No language errors*
- *Correct length*

Writing Part 2 back

2

Style

Neutral to informal

Your letter should use language that is appropriate for a piece of writing to a friend on a serious topic.

Content

Your letter should address issues relating to climate change. It should (a) evaluate how important you feel the topic is for people in your country, (b) discuss the impact climate change might have on your country and (c) suggest what you think your government should do about climate change. You should give information clearly and provide clear reasons for your opinions.

Organisation

Write in clearly defined paragraphs.

Use appropriate opening and closing formulae for a letter to a friend.

3

Style

Neutral to formal

Your essay should use language that is appropriate for a piece of academic writing.

Content

Your essay should deal with the issue of higher education. You must discuss (a) whether it should be available to everyone who would like it and (b) whether it should be paid for by the state. It does not matter whether you think it should or should not be freely available and should or should not be paid for by the state but you must give clear, well-argued reasons for your opinions.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title – but do not write out the whole statement from the question paper.

4 (contribution)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

An Amazing Coincidence

I always love looking at second-hand bookshops. You never know what you're going to find. There are often such interesting old books to choose from and usually they're quite inexpensive too.

One day last year when I was spending a month in France with Marie, my French friend, we went into a second-hand bookshop in the centre of Paris. I wanted something to read as I'd finished all the English books I'd taken with me and, unfortunately, my French isn't good enough to read a novel for pleasure. Marie found me a whole bookcase of English-language books and I started looking through them. On the top shelf I caught sight of a familiar cover. It was *Swallows and Amazons*, the children's book that I had most enjoyed when I was nine or ten years old. I took it down to show Marie. When she opened it to look inside, she saw my name written on the title page. It was actually my very own copy of the book!

The coincidence gave us both shivers down the spine. I have no idea how it could have ended up in Paris as I'd given it to my cousin in London when I grew out of it. Anyway, I decided I simply had to buy the book back and give it to Marie who has children of about the age that I was when I loved the story so much and whose English is excellent. I'm glad to say that they found the book as enjoyable as I used to.

Notes

- *Use of an appropriate title*
- *Opening paragraph clearly sets the scene*
- *All the points from the question are dealt with in the answer*
- *Clearly organised in paragraphs*
- *The final paragraph outlines the effect that the coincidence had on the people involved*
- *Good range of vocabulary (e.g. 'a familiar cover', 'my very own copy', 'gave us both shivers down the spine')*
- *Shows ability to handle a range of structures (e.g. 'I have no idea how it could have ended up in Paris as I'd given it to my cousin in London when I grew out of it' and 'I'm glad to say they found the book as enjoyable as I used to')*
- *Variety of sentence length*
- *Appropriate register – neither very formal nor very informal*
- *No language errors*
- *Correct length*

5(a)

Style

Neutral to formal

Your proposal should use language that is appropriate for a piece of writing for a teacher.

Content

Your proposal should suggest that the text should be used in next year's class. You should give clear reasons why you feel it is a suitable text for class use, focusing on why it is a good text for language students in particular to use. Points that you might choose to discuss include the plot, the themes of the text and the language it uses. Whichever points you focus on, you must give clear reasons for your opinions.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title and sub-headings.

5(b)

Style

Neutral to formal

Your essay should use language that is appropriate for a piece of academic writing.

Content

Your essay should deal with the issue of whether the text in question is more appropriate for one or other gender. You may feel it is suitable for either gender or indeed that it is equally suitable for both genders but you must give clear, well-argued reasons for your opinions.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title – but do not write out the whole statement from the question paper.

Use of English Part 1 back

1 **C** 'lively' is an adjective that collocates with words like 'debate', 'discussion' or 'argument'.

2 **B** 'absent' is used in this kind of context to mean 'not found in'.

3 **A** 'the fact that' is a phrase that is frequently used to introduce a clause that presents a fact or some kind of factual information.

4 **B** 'destination' is used to refer to a place that someone is heading towards. 'Target' and 'objective' are used about more abstract aims. 'Venue' is also associated with a place but in the sense of a location where an event occurs.

5 **D** 'at one's fingertips' is an idiom meaning 'close, easy to access'.

6 **C** 'catch a glimpse of' is a collocation. You can also 'catch sight of' something but the article in the text makes B impossible here.

7 **A** 'lie in wait' is a collocation, meaning 'await'.

8 **B** 'pick' here means 'choice'.

9 **C** 'vast expanses' is a collocation meaning 'enormous areas'.

10 **B** All of the options are frequently used in an 'in the … of' phrase but only 'face' makes sense in this context. It means 'despite having to deal with a difficult situation'.

11 **A** 'cries' – or 'calls' – is the general word we use to refer to the sounds made by birds. B and D would only be used about sounds made by people while 'clucks' is associated particularly with hens rather than birds in general.

12 **D** 'reintroduced' conveys the idea appropriate to the context that the birds were deliberately brought back into the area rather than simply found there, as using the word 'rediscovered' would suggest.

Use of English Part 2 back

13 **to:** This collocates with 'devoted' – and also with its synonym in this context 'dedicated'.

14 **whose:** Note that this pronoun is not only used about people.

15 **such:** 'Such as' is a phrase commonly used to introduce an example.

16 **what:** This is the interrogative word needed to complete the question here.

17 **of:** 'about' is not possible here because it suggests having an opinion or thinking more at length about something than is appropriate in this context.

18 **the:** The definite article is necessary because the reference is to a specific idea that is about to be defined.

19 **few:** 'A few' means 'two or three times' and so fits the meaning required by this context.

20 **with:** This is the preposition which collocates with 'clash' or its synonym 'conflict'.

21 **being:** This completes the present continuous passive form of 'drag'.

22 **whether:** The phrase 'or not' at the end of the sentence strongly points to a preceding 'whether'.

23 **Without:** 'Without exception' is a fixed expression meaning 'with no exception'.

24 **taking:** This is part of the phrase 'take something seriously' meaning 'consider something as a serious issue'.

25 **is/was:** If you see a following phrase with 'by' then it is worth considering whether a verb in a passive form might be appropriate.

26 **for:** 'breaks' here means 'concessions' and 'for' tells us who these advantaged.

27 **well:** 'as well as' means 'also' and so fits the meaning here. Other 'as … as' phrases such as 'as soon as' or 'as long as' do not make sense in this context.

Use of English Part 3 back

28 **unknown:** This is the negative adjective form.

29 **publicity:** This forms part of a compound noun meaning 'shots or photos taken for publicity purposes'.

30 **edition:** 'Editor' is also a noun from 'edit' but is used to refer to a person rather than a thing.

31 **glamorous:** Notice how there is no 'u' before the noun in the adjective form.

32 **choice:** This is the noun from the verb 'choose'.

33 **undeniable:** This means 'it is impossible to deny'.

34 **underlined:** Note that this does not only mean 'draw a line under', it can also mean 'emphasise'.

35 **signature:** This is a noun which you will often see on a form where you have to sign your name.

36 **birth:** The noun relating to 'born', commonly used, for example, in the phrase 'date of birth'.

37 **Surprisingly:** Note how adverbs like this are often used by a writer to comment on what is being said.

Use of English Part 4 back

38 **call:** 'duty' could also fit in the first sentence, 'decision' in the second and 'cry' in the third but 'call' is the only one that fits all three.

39 **care:** 'mind' could also fit in the first sentence, 'support' in the second and 'worry' in the third but 'care' is the only word that fits all three.

40 **direct:** 'open' would also fit in sentences 1 and 3 but not in 2.

41 **post:** 'send' could also be used in sentence 2 but not, of course, in 1 and 3.

42 **check:** 'control' could also be used in sentence 1, 'see' in 2 and 'striped' in 3 but 'check' is the only one that fits all three.

Use of English Part 5 back

43 **not in the habit | of making:** 'Be in the habit of' is a phrase that can be used to talk about things that someone usually does.

44 **do not/don't graduate | until the age:** To 'graduate' means to 'get a university degree'.

45 **have no | head for heights:** Although 'don't have' or 'haven't got' a head for heights would also be correct English, these ways of filling the gap have too many words.

46 **of the loveliest | cities I have/I've:** Notice that it must be 'cities' rather than 'city'.

47 **did away | with:** The phrasal verb 'do away with' means 'abolish'.

48 **were/was able to/could | count (more) on:** 'count', like its synonyms 'rely' and 'depend' is followed by the preposition 'on'.

49 **is supposed to be | an efficient:** the passive construction 'is supposed/felt/thought/considered/believed to …' is often used as an alternative to 'people say/think/believe', etc.

50 **fact (that) she | was born in:** 'despite' can either be followed by a gerund or a noun or by a clause introduced by 'the fact (that)'.

| shows where the answer is split into two parts for marking purposes.

Listening Part 1 back

1 **B** The man and the woman agree about the interest of the programme and about the selection of the objects.

2 **B** The woman found the quality of the interviews uneven and does not specify that what she gained from the programme was insights into history, merely that she learnt a lot from it.

3 **A** The woman does not comment on which part of the process is the most time-consuming, but it can be assumed that it is almost certainly interviewing applicants rather than sorting through applications.

4 **C** The woman feels that the man's proposal would in fact be popular with her colleagues but she is worried about the proposal being secure in the sense that applicants might get help with their essays.

5 **C** The redecoration is going to be done after the work under discussion is completed.

6 **C** The woman uses the word 'Absolutely' to show that she strongly agrees with what the man has just said.

Listening Part 2 back

7 **Greenland**

8 **kites:** The speaker makes it clear that they did not use motorised vehicles or animals.

9 **architects:** Note that the speaker makes it clear that the assumption that he might have come from a family of explorers is false.

10 **kayaking:** The context makes it clear that a specific sport is required and so 'adventurous activities' is not enough. 'Teenage' means that football, cycling and swimming are not appropriate as these sports were ones he was keen on from an earlier age.

11 **(the) North Pole**

12 **geologist**

13 **mind(s):** You also hear the word 'body' but what the speaker says about that does not fit the sentence on the question paper.

14 **networking:** 'cold-calling' would also fit the sentence but it is not what the speaker recommends.

Listening Part 3 back

15 **C** *Distraction* D: what the speaker remembers is not being helped by professionals.

16 **D** *Distraction* A: although the speaker would undoubtedly advocate this, the thing he focuses on is the best interests of his wildlife subjects.

17 **C** The speaker clearly feels that the modern photographer does not require much in the way of technology skills in that the technology performs well automatically.

18 **A** *Distraction* C: the photographer's main aim was not to disturb the birds rather than being concerned about getting as close as possible.

19 **B** *Distraction* D: when the speaker uses the word 'simple', he is saying that he finds it easy to answer the question rather than that he feels that digital technology is simple.

20 **B** *Distraction* C: although the speaker does say that he feels he did not necessarily deserve to win, he does not specifically say that he preferred other entries to his own.

Listening Part 4 back

TASK ONE

21 **B** The drawer is in the writer's office rather than in a kitchen.

22 **F** It's in a small chest of drawers next to their bed which means it is not in a bedroom cupboard.

23 **C** It was found in a drawer but is not kept there.

24 **D** 'In with all the knives and forks' makes it clear that the object is in a drawer rather than on a shelf.

25 **G** The object hangs outside rather than inside either the study or the kitchen.

TASK TWO

26 **D** It shows friends rather than being the work of friends.

27 **A** The time it reminds them of is of a later period than childhood.

28 **G** Although the object is valuable that is not the reason why the speaker treasures it.

29 **E** The speaker wore the item on special occasions rather than being given the object on a special occasion.

30 **B** Saying that the picture was taken from the friend's waste paper basket makes it clear that it wasn't actually given to the speaker.

Test 3 Transcript

02 back

This is Advanced Trainer *Listening Test Three.*

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you will hear this sound: [tone]

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

You'll hear three different extracts. For questions 1 to 6, choose the answer (A, B or C), which fits best according to what you hear. There are two questions for each extract.

Extract one

You hear a man and a woman talking about a radio series.

Now look at questions 1 and 2.

Man: Here's a good quiz question for you. What began with the mummy of Hornedjitef and a Tanzanian chopping tool, and ended with a credit card and a solar-powered lamp?

Woman: I can answer that. It was that amazing radio series on the history of the world in 100 objects. I didn't hear all the programmes but I thought those I did catch were fantastic. They chose such interesting things to talk about.

Man: Yes, didn't they just! I did try to listen to most of the programmes and if I missed one then I caught up with what it had been about on the website of the museum that all the selected objects came from. That's good too, though I'm not so keen on their constantly dancing graphics.

Woman: Oh, I rather liked those – they make it nice and light-hearted, I thought.

Man: Well, the series wasn't heavy in any way, was it? Informative of course but entertaining as well. I thought they interviewed some really interesting people.

Woman: Actually I thought some of those were much better than others. But generally I learnt so much from the programmes. I hope they repeat them soon.

Man: Yes, they were fun, weren't they?

Extract two

You hear two lecturers discussing selecting students for university courses.

Now look at questions 3 and 4.

Man: How many applicants do you tend to have for your undergraduate courses? We've got three applicants for every place this year and it's going to be very hard to pick who we should accept.

Woman: Yeah, we have that problem too. We sort all the application forms into two piles – er, noes and maybes. Then we invite the maybes for interview. It seems to work pretty well for us though of course it's quite time-consuming.

Man: Mm, we interview too but it's hard to be confident we're picking the right people. Some people really don't show themselves at their best in an interview situation and we wondered whether it might not be better just to set the most promising applicants an essay to write and see how they get along with that. It'd surely be better for everyone if we didn't have to spend time on interviews.

Woman: Yes, I'm sure my colleagues might welcome that but how could you be sure that the essays were all their own work? Unless you could somehow make them do it under exam conditions, of course.

Man: I suppose you're right but I still think it'd be fairer than the system we currently operate.

Extract three

You hear two people talking about some work they are having done.

Now look at questions 5 and 6.

Woman: They rang me today about the kitchen. Someone's going to pop round tomorrow to discuss it and they think they'll start work on Thursday.

Man: Goodness, as soon as that. Do you think we'll be ready by then? I've still got to empty the old cupboards, take all the curtains down, all that sort of thing and I'd like to have done a bit of decorating before they get going.

Woman: Well, it'd certainly be better to do it before rather than after and risk getting paint on the new surfaces. Perhaps I could ask them to extend the schedule a bit and start next week?

Man: No, let's leave things as they are. The sooner they start, the sooner they finish, after all. And I'm quite looking forward to seeing how they do things.

Woman: Are you really? I'm going to try to be out most of the time. We're going to have to eat out while work's in progress anyway.

Man: That's a nuisance, isn't it! I'm so busy at the moment I'd really prefer to be spending the evenings quietly at home.

Woman: Absolutely! Still it'll be great when all the work's done.

Man: I hope so!

That's the end of Part 1.

Now turn to Part 2.

CD 2 03 PART 2 back

You'll hear a young Arctic explorer called James Munro talking about his work.

For questions 7–14, complete the sentences. You now have 45 seconds to look at Part 2.

James: I feel very fortunate that at only 23 years old I have already spent more than 18 weeks on an unsupported polar expedition, going from one side of Greenland to the other. I completed it last year together with Greg Hamilton. It was 2,198 kilometres and it was actually the longest unsupported polar expedition in history.

By 'unsupported' I mean that we pulled everything ourselves without the help of any motorised vehicles or animals. The only help that we did have was from kites which – when the wind conditions were good – pulled us along as we skied, dragging our sleds behind us. I can assure you that it was still very hard work!

People often ask me what first interested me in polar exploration. I think they imagine that I come from a family of explorers or something like that, but in fact I come from a pretty conventional family. In fact my mum and dad were both architects and neither of them were even particularly into sport. They often wonder where on earth I could have got it from.

I was always very sporty and adored football from pretty much before I could walk. I did a lot of swimming and cycling too. I was about fifteen I suppose when I became hooked on adventurous activities. It all started when I discovered I got a particular kick out of kayaking. That took me on some amazing long expeditions and I guess I haven't looked back since.

Also, when I was about fifteen, I learnt about an expedition which has gripped my imagination and held my admiration ever since. This was the 1995 unsupported journey by Richard Weber and Misha Malakhov to the North Pole. The distance and technical difficulty of their expedition was enormous and they kept going despite most so-called 'experts' claiming they would fail.

I love reading about other explorers. If I were to have a hero it would undoubtedly be Fridtjof Nansen, the Norwegian explorer. He had great breadth – as is shown by the fact that he was also a diplomat and geologist. All in all a quite remarkable man.

Reading Nansen's biography taught me that the key thing all explorers need in harsh conditions is the ability to keep their mind under control. If they can't manage that, then they won't succeed even if their body is in top physical condition.

I'm often asked to give advice to would-be explorers and I always say: you shouldn't just look at what has already been done and copy it, thinking it's the only way. Think of new challenges that you can attempt. In terms of gaining the necessary funding, don't spend months cold-calling but concentrate on networking. This is the only way to make the critical relationships which lead to big sums of funds.

Now you'll hear Part 2 again.

That's the end of Part 2.

Now turn to Part 3.

CD 2 04 PART 3 back

You'll hear part of a radio interview in which a wildlife photographer, called Adam Wright, talks about his life. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 1 minute to look at Part 3.

Interviewer: Good afternoon, Adam. You're one of the country's most successful professional photographers. Yet, unlike some professional photographers, you keep yourself open and accessible to the amateur photography community. Why is this relationship important to you?

Adam: The simplest reason is that I was an amateur photographer myself ten years ago and remember what it was like. I struggled to get help on the simplest topics and a couple of well-established wildlife pros at the time were pretty rude and nasty to me. I vowed never to be like that and to remain accessible, which is one reason I now run workshops. Financially I don't need to and sometimes they occur right in the middle of a project but I just get satisfaction from helping other photographers expand their photographic horizons.

Interviewer: You often talk about professional ethics in wildlife photography. What exactly do you mean by this?

Adam: Well, simply that some photographers seem to think it's more important to get the shot, rather than the actual process of taking it. But I don't consider this honest. Wildlife photography, for me, is first and foremost a way of getting close to wildlife – it's not about the equipment, or what software you use or anything else. This means you have a responsibility to what you're photographing that far transcends any technical considerations that you might have. After all, the camera won't abandon its nest if you get too close and disturb it. It's all about respect, whether you're taking pictures of animals in the wild or in captivity.

Interviewer: How do you see the balance between fieldcraft – or knowing about wildlife – and being able to take a technically perfect picture?

Adam: Well, the technical element rarely counts for anything as most modern cameras are pretty simple to operate. Unfortunately, however, fieldcraft seems to be a dying art, as there are so many magazine articles these days on using software to enhance your photos, which is, in my book, an inappropriate way to approach wildlife photography. Yet there are occasional photographers I meet who have absolutely stunning pictures that clearly show they've spent ages becoming expert in their own areas of fieldcraft – one guy I met last year had the most amazing birds of prey collection. He clearly loved photographing them, that's of course the key to everything.

Interviewer: When you're intending to photograph a specific animal, how do you usually prepare?

Adam: Mm, I treat everything as a project and never just rush in. Take the Great Crested Grebes that I worked on this summer as an example. I spent about six weeks watching them, working out what would cause them to be scared and exactly how I could get close enough to get a decent shot. When they were on the nest, I observed them from a long way away, as I wanted to ensure that there was NO chance that I caused any disturbance at the nest. My only possible vantage point was to sit in three foot of freezing cold water under a dense thorn bush. There was nothing I could wear that would completely stop me from getting scratched to pieces and frozen solid after each shoot – but I always came out smiling.

Interviewer: You were an early adopter of digital photography when many professionals were slow to take to it. Why was that?

Adam: Oh that's simple. I was spending tens of thousands a year on slide film, developing and creating high quality 70mm duplicates for my network of agents worldwide. This could have been better spent on my travel so I quickly saw that using digital equipment would save me a packet and allow me to channel the money elsewhere. All I needed to do was to be convinced of the quality, which I pretty soon was.

Interviewer: Mm, you recently received two awards in a prestigious wildlife photography competition. What do you feel sets your work apart from other people's?

Adam: The competition is all luck. I know many photographers who enter several great images into competitions and get nowhere, conversely, some lucky people enter one image and get placed. So, it's a lottery in any competition. My style is not that unique. I just take pictures of beautiful things – it's as simple as that. I must say I have a particular fondness for the photos that won. I hadn't really set out with a certain image in mind, I just made the most of an amazing opportunity that presented itself. Nature did the rest. So I'm not sure that I deserved to win but the prize money comes in handy, of course, even though it's not a lot.

Now you'll hear Part 3 again.

That's the end of Part 3.

Now turn to Part 4.

CD 2 05 PART 4 back

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about objects which mean a lot to them. Look at Task 1. For questions 21 to 25, choose from the list A to H where the speaker keeps the object they are talking about. Now look at Task 2. For questions 26 to 30, choose from the list A to H why the speaker values this object. While you listen, you must complete both tasks.

You now have 45 seconds to look at Part 4.

Speaker one

If I were only able to save one of my possessions, it'd have to be this photo. It's an unusual one, I know. It shows a sofa with a couple of kids lying on it. The people in it are actually two of my oldest friends. I suppose the main reason why I like it is that it brings back to me the day that I took it. It still feels like only yesterday. I was only ten then and had no technical skills but somehow it really captures the atmosphere of the time and the place for me. I've always kept it close to me. It used to be in my bedroom but now I have it in my office. It's not on display or anything, just in a drawer where I often come across it when I'm looking for a paper clip or a stapler or something.

Speaker two

This vase is something I really treasure. It's not got any great monetary value but it reminds me of one of the best times in my life. That was when I was a student and sharing a house with a friend. We had such brilliant fun together and have remained very close ever since – even though I'm afraid she's now moved to live on the other side of the world. Anyway, she gave it to me one day and I love it. I keep it on a small chest of drawers next to my bed. I like to always have fresh flowers in it, blue and orange ones if possible, to match the colours in its pretty design.

Speaker three

This letter has got to be the most unusual and valuable thing I possess. I have it framed now and it hangs just above a bookshelf behind the sofa where I sit and read or watch TV. It's not what it's worth that matters to me, though. It just fascinates me. It was written two hundred years ago by an ancestor of mine to his wife the night before the Battle of Regina. He was a General and is describing how he felt. It's very frank about his fears – justified unfortunately because they lost the battle – and it paints an incredibly vivid picture of how things were for him then. His wife must have put it in a secret drawer in her writing desk and I discovered it there when I was a child.

Speaker four

I always like to have this pendant on when I want things to go well, it's a kind of mascot for me, I suppose. I wore it on my wedding day and when I was taking my final exams, on my first day at my first job, all that sort of thing and they all turned out well so it must have something special about it! That's what I like to think anyhow. I keep it in a really strange place, I guess, not in my bedroom with all my other jewellery as you might expect. It's actually next to the fridge, in with all the knives and forks. I put it there once when I wasn't thinking about what I was doing and then decided it was actually quite a safe place for something with so much sentimental value.

Speaker five

If I'm asked to pick my most significant object, I always go for this painting – I love sunflowers and it's the first thing you see when you come into my new apartment. It's hanging on the wall between the doors to the kitchen and my study so I'm always passing it. It was done by someone I've known since I was three – we were the only children in our little street and he's now a well-known writer. They say that most people in the country have got at least one of his books on their bookshelves. Anyway, he threw it away because

he said he was useless at watercolours, but I took it from his waste paper basket. It may not be technically perfect but I love it.

Now you'll hear Part 4 again.

That's the end of Part 4.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.

You have one more minute left.

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 4 Key

Reading Part 1 back

1 C Personal reasons are covered by the first stage ('the importance of managing one's media diet') and social reasons by the third stage ('This stage of social, political and economic analysis … can sometimes set the stage for … corporate practices'). The second stage could perhaps be seen as a kind of transition from the personal to the social in that it involves looking at media products with a critical eye in order to understand their social implications (learning to analyse and question what is on the screen, how it is constructed and what may have been left out). *Distraction* A: the writer says that 'Although television and electronic media may seem to present the … literacy education', in fact the 'principles … are applicable to all media' including, for instance, T-shirts; B: the text says that media literacy [= social, political and economic analysis / 'this inquiry'] 'can sometimes' influence public policies (i.e. it is not its ultimate aim); D: the text makes no mention of how the stages relate to children growing up as it does not refer to specific age groups. The implication is that an adult will need to pass through these stages too.

2 D The writer points out that it is necessary not only to consider what is presented in the media but also to think about what has not been included. 'The second stage is learning specific skills of critical viewing – learning to analyse and question what is on the screen, … and what may have been left out.' *Distraction* A: the text actually says the opposite, i.e. that it is 'best learned through inquiry-based classes', 'interactive group activities' and 'producing one's own media messages' as opposed to 'formal lessons'; B: although the text talks about 'producing one's own media messages', the quality of performances (good or bad) is not mentioned; C: the author says that it is learnt both by watching and making programmes: 'learning to analyse and question what is on the screen …, as well as from creating and producing one's own media messages'.

3 C The answer is given by the phrase 'admitted she was struggling to keep her emotions in check'. The actress also admits to being about to burst into tears and expresses her pride that her grandchildren will one day be able to see this honour. In other words, she is feeling very emotional. *Distraction* A: although we are told the actor's age, the text does not say whether this is or is not relatively young to receive this honour; B: the text does not say whether Paltrow was surprised or not (only that she found it 'overwhelming'); D: she expresses gratitude to the people who in general love and have supported her for a long time rather than those specific people who supported her nomination ('all the people that I really love, and who have been supportive of me forever').

4 B The answer is given in the sentence: 'she hears the word "action", and she would deliver the most nuanced, layered, heartbreakingly beautiful scene and look at you like she just tied her shoe'. In other words she does not seem to realise that what she does is in any way clever. *Distraction* A: Feste does not comment specifically on Paltrow's friendliness; C: the text does not actually say that she does exactly what the director wants; D: although the text says that Paltrow has an unusual talent (she is like a 'strange alien created to perform'), we are not told whether she is versatile, i.e. able to perform well in a wide range of different roles, or not.

5 D 'I felt that without Tracie Bennett it could all have felt slightly contrived. But with Tracie Bennett … '. In other words, Tracie Bennett stopped the show from being contrived [= artificial, unnatural] as would have been the case without her. *Distraction* A: this sentence has the same meaning as the sentence beginning 'I felt that …' and yet a contrast has already been set up; B: the contrast that has been set up makes it clear that Bennett's performance was not a cliché; C: it suggests the possibility only of perfection and yet reading on to the next sentence we learn that perfection actually was achieved.

6 A 'The script was tight and the staging was clever and … such was the perfection of [Tracie Bennett's] body language …'. *Distraction* B: the music is just one of the reasons why the writer liked the show; C: the writer does not go so far as to say she was glad that her flight was cancelled; D: the text says the opposite: that the songs were 'woven into the drama, rather than the drama woven around them'.

Reading Part 2 back

7 F The reference to childhood in the preceding paragraph connects with 'little hand' in F.

8 B August in the preceding paragraph points forward to 'that August' in B. The butterflies in B are also referred back to as 'those dazzling creatures' in the following paragraph.

9 E 'time in my life' in the preceding paragraph is taken up in the phrase 'at a similar time in his life' in E. Patrick is also introduced in E to be spoken about more in the following paragraph.

10 A 'At the same time as Patrick was doing it' in A refers back to Patrick's butterfly hunt described in the previous paragraph. In A the writer comments on the coincidence that both journalists were doing a similar butterfly survey at the same time. This point is elaborated on in the following paragraph.

11 G 'laughed about it' at the beginning of G refers back to the extraordinary coincidences mentioned in the preceding paragraph while 'his account of all these' at the beginning of the following paragraph refers back to the species outlined in G.

12 D 'But it is the more personal aspects …' at the beginning of the book makes the contrast between the butterfly knowledge referred to in the preceding paragraph and what is to follow. The first sentence of the final paragraph also relates back to the final sentence of D explaining how the journalist's father was responsible for his enthusiasm.

Reading Part 3 back

13 B 'Self-effacing' means 'modest' or 'trying to avoid the attention of others' and the following sentence makes it clear that that is a good description of Mary: 'surprisingly …, [Mary] is far more comfortable putting others in the limelight than standing in it herself'. *Distraction* A: although it may be true that Mary is proud of her parents, that is not stated in this text; C: Mary is not initially awkward, instead she is immediately hospitable, making a cup of tea; D: the first paragraph does not really tell us anything about Mary's lifestyle.

14 C Mary's pictures are simple because the text states that 'What is striking about all the images is their naturalness'. She is said to use less lighting and less high gloss than other portrait photographers. *Distraction* A: Mary's use of lighting is said to be 'minimal' not

'unusual'; B: Mary's choice of friends and celebrities as subjects is not said to be a particularly striking aspect of her work; D: although the text says there are some intimate photographs in Mary's book, this is simply stated as a fact and the writer doesn't make any comments on how s/he feels about it.

15 D 'all big boxers, an almost hostile environment, and Mary just got to it, so quietly, no fuss, figuring out who did what. Within minutes they were eating out of her hand ...'. In other words they were completely charmed by her. *Distraction* A: Blake only mentions one project that Mary has worked on; B: although the project at the centre of his anecdote did have charitable aims, that was simply mentioned in passing rather than being the focus of the story; C: we are not told whether Mary enjoys working with a variety of people, simply that they enjoy being with her.

16 A 'Then next day it was like, will he turn up? It became a little adventure. But I love those situations.' In other words the uncertainty of the situation added to its excitement for Mary. *Distraction* B: Mary uses the word 'adventure' to describe the uncertainty of what the boxer would do each day rather than to comment on Blake; C and D are both wrong because, while a sense of achievement and an appreciation of the incident as a learning experience may well both be feelings Mary had about what happened, they do not represent what she says in this text.

17 B 'McCartney has spoken of her regret that her mother's work hasn't attracted more attention. 'The thing about her is that she never blew her own trumpet' or promoted her own work and as a result was simply considered as a celebrity who had photography as a hobby. Mary feels that that meant people had a false impression of her work which she believes should be taken much more seriously. *Distraction* A: the text does not say whether Mary's mother put her work or her family first; C: the text says that other people thought her mother just 'dabbled' in photography [= it was not a serious occupation]; D: Mary's comment on her mother's name is that it made it easier for others not to appreciate how good she really was.

18 A Mary explains that she did not want to get involved in photography because she was not sure she would be good enough. She realised she would attract attention because of her name and felt it would then be embarrassing if no one wanted to give her work after they had seen what she could do. 'Obviously my name would open a door or two, but … in a way it's even more embarrassing, because if … nobody wants to book me, that would be really humiliating.' *Distraction* B: Mary gives the impression that she went into the music industry first because she was not sure she could succeed as a photographer. She talks about the need to build up her confidence before she could move into photography; C: Mary does not comment on whether it was or was not a difficult time for photographers; D: she says that she knew her name would open doors for her rather than suggesting it would be an obstacle.

19 C McCartney explains that she 'just isn't a very on-trend kind of person … a quick glance at her outfit … reveals it to be true'. *Distraction* A: the writer makes no comparison between Mary's style of dressing and her work; B: her clothes are presented as being simple and ordinary rather than unusual; D: it is made clear that Mary has little interest in modern fashion (from her own words and also from the writer's opinion).

Reading Part 4 back

20 B 'When I told him I had no idea what to order, he suggested I trust the chef. I rather apprehensively said okay.' *Distraction* Although the waiter is mentioned in C and other servers in E, there is nothing to suggest that they chose dishes for the writer.

21 E 'The patrons are living up to the restaurant – I can't recall seeing such a nicely dressed dinner crowd in America's worst dressed-city.'

22 C 'Longman and Eagle has two dining areas, wildly dissimilar.'

23 A 'San Francisco produces the most fascinating pizza toppings on earth, and these are among the most original and delicious … Pizza gets no better than this.'

24 F 'The panna cotta dessert was so light I was thinking of eating a half-dozen portions…'

25 D 'An unlikely locale for a restaurant with such style … it has to be admired for venturing where nobody is used to paying serious prices for food.'

26 B 'To be honest [the waiter] didn't seem all that coherent either… That waiter suddenly transformed into a mastermind, when it came to the wine list.'

27 F The Walrus and the Carpenter feels like a throwback to an earlier era of Seattle dining. It reminds me of the once wonderful Pike Place …'

28 B 'The Tasting Kitchen then began to feel like a top-class restaurant in Paris, despite the fact that its prices are actually remarkably reasonable.' *Distraction* A, D, E and F also mention food that could be understood as sophisticated but they either do not mention price or are commented on as expensive.

29 D 'The kitchen staff works out front …'

30 A 'The design appears to be inspired by the Wild West. Nothing hints at the brilliance of the dishes you will be served there.' *Distraction* C, E and F also mention decor but no contrast is drawn between the decor and the food.

31 A 'half the tables are saved for walk-ins.'

32 C 'Longman and Eagle aspires to become a guesthouse. That will happen once the … rooms are … made available for overnight stays.'

33 D '… so much quiet made me desperate to shatter the hush, yell out, "Hey, there's a sale …"'

34 E 'It is cool, minimalist, all blacks, whites and grays, not a hint of color in the dining room.' *Distraction* The decor described in A, C and F is neither minimalist nor elegant.

Writing Part 1 back

1 (article)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

HAVE FUN AT THE ENGLISH CLUB

What do you know about our English Club at the College? Did you know, for example, that we have meetings at least twice a week?

Every Monday we show an English language film of some kind. Then we stay behind afterwards to discuss what we have just watched. A heated debate usually takes place. Last week, for example, some of us were there till midnight talking about who the best young actors are.

Then on Fridays we have a social evening in the College Café. We are strict about speaking only English and it's fun because you can meet people from all the different departments in the College, people who you might not otherwise have the chance to get to know.

We also have talks every second Wednesday. This term some of our very special speakers include the popular science fiction writer, Molly Malone as well as Pat Rankin, who worked on the set of the *Harry Potter* films.

As all this shows, we are a very active club. We are also very friendly and always keen to welcome new members. So do come along and join us. Our club is an enjoyable way to improve your English. It's also a great way to make new friends. So, come next week and try for yourself. You won't regret it!

Notes

- *Use of an appropriate title to attract readers' attention*
- *Opening with questions is likely to engage readers' interest*
- *All the points on the programme are taken up in the article*
- *Examples are given of things that were talked about after a film and of interesting speakers*
- *Good range of vocabulary and structures used*
- *Words from the question paper are changed – 'lots to talk about' becomes 'a heated debate usually takes place', for example*
- *Appropriate register – fairly informal as suits an article for fellow students*
- *The article ends with a clear encouragement to join the club*
- *No language errors*
- *Correct length*

Writing Part 2 back

2

Style

Neutral to formal

Content

Your proposal should suggest an aspect of language learning focusing on why this (a) might interest viewers and (b) why it might help their language learning. An 'aspect of language learning' can be interpreted in many different ways. You might, for example, choose to write about learning through songs, learning vocabulary, doing grammar exercises, mastering pronunciation, translation, etc. The important thing is that you explain clearly what the focus of the programme would be and give clear reasons for its suitability.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title and sub-headings.

3

Style

Any – as long as it is consistent

Content

Your review should discuss one social networking site (Facebook, for example). It must (a) describe the site and its functions, (b) explain how you use it and (c) suggest how it could be improved. Probably the most important aspect of a review is to share opinions and so you should not devote so much space to describing the site that you do not have enough words left to deal properly with the other two parts of the task.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title.

4 (information sheet)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Holiday Work in this Area

Types of Work Available

Students in this area are fortunate in that there are quite a wide range of opportunities for holiday work. As the town is a popular destination for tourists from this country and abroad, there are many temporary jobs available in hotels and restaurants. There are also posts in museums, art galleries and other leisure facilities.

You may also be able to find temporary work connected with looking after children on holiday from school. If you are good at sport, for example, you can find a position as an instructor or as a lifeguard in one of the swimming pools in the area. Similarly, people with artistic, music or drama talents can have the chance to put their skills to good use.

Factors to Take into Account

There are a number of factors that you should take into account when choosing holiday work. You should make sure that the pay is appropriate for the hours that you are going to have to put in. Remember to factor in the time you will take to get to your workplace. Think also about whether the work might help your studies in some way.

Benefits of Holiday Work

There are, of course, many benefits to working during your holidays. The money you earn will finance your next year of study but you will also gain useful experience which will look good on your CV and will stand you in good stead when you come to look for a permanent job in future.

Notes

- *Use of appropriate headings reflecting the points specified in the task*
- *Plenty of information is provided and it is expressed clearly*
- *Good range of vocabulary and structures used*
- *Appropriate register – neither very formal nor very informal*
- *No language errors*
- *Correct length*

5(a)

Style

Neutral to formal

Your article should use language that is appropriate for a piece of writing in a serious magazine. However, it should also aim to engage the reader.

Content

Your article should focus on the setting in the text, considering it from the point of view of both time and place and discussing how the story would need to be changed if it were to be set in this year and in the place where you live. The article will, therefore, largely be hypothesising. You should open your article in an interesting way with the aim of encouraging the reader to continue reading.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title and sub-headings.

5(b)

Style

Neutral to informal (although reports are usually formal, young people's websites generally have a more relaxed style)

Content

Your report should deal with what *Text Y* teaches. It should also comment on the balance between teaching and entertaining in the text and how well this is achieved. You may choose to say that a good balance is or is not achieved but you must give clear, well-argued reasons for your opinions.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title and sub-headings.

Use of English Part 1 back

1 **C** *Distraction* A would need to be followed by an object, e.g. 'informs readers/us that …'; B also would need some expansion, e.g. 'provides proof that …'; D also would need an object, e.g. 'notifies us that …' but it is also not appropriate for this context. It would be used more about a bureaucratic notice, notifying residents of parking restrictions, for example.

2 **B** *Distraction* For A, the phrase with 'result' would be 'as a result'; For C 'in sequence' means doing something 'in the correct order', e.g. 'He arranged his books in strict sequence according to their date of publication'; For D 'in case' has a completely different meaning: 'It might rain – take an umbrella just in case'.

3 **D** *Distraction* A and B would need to be followed by prepositions – 'account for', 'lead to'; C would also need a different structure, e.g. 'can make memory problems set in'.

4 **A** This is the correct word for sets of scientific experiments to prove, for example, that a drug or some other practice is safe and effective.

5 **B** *Distraction* A and D cannot be used with 'very' (they are non-gradable adjectives); C does not fit in terms of meaning in this context.

6 **A** This is the right word here as it is referring to a precise number, e.g. 10 km or 2 miles. *Distraction* B and D are too general for this context – they would not make it totally clear what is being referred to; C is used about time.

7 **C** This is the right word for an indication of a medical condition ('symptoms' would also be possible).

8 **B** This is the word used to describe the medical process of examining organs using, for example, an MRI machine (MRI scanner).

9 **C** Although all the options can have the meaning of 'make/grow less', 'reduced' collocates with 'risk'.

10 **A** *Distraction* B and D do not fit in terms of meaning in this context as the text is referring to the size of a person's brain; C would have to be 'with larger dimensions' to fit the context.

11 **B** *Distraction* A sounds too commercial; C and D do not fit in the context – they refer to how a person feels – you often, for example, 'admire/respect' a person or their work.

12 **A** This collocates with 'pace' in a way that the other options do not.

Use of English Part 2 back

13 **How:** This means 'In what way …?'

14 **nothing:** 'I like nothing better than …' is a fixed way of expressing a strong like for doing something.

15 **less:** 'More or less' is a fixed phrase used in spoken English to mean 'approximately'.

16 **used:** This is a way of expressing past habits or situations.

17 **a:** 'Have a look round' is a common collocation used in spoken English.

18 **hardly:** 'Hardly ever' is a fixed phrase meaning 'almost never'.

19 **one:** This is a pronoun standing for 'one person from that group of people who …'

20 **be:** It can't be 'go' because then it would have to be '*I/we* would go'.

21 **to:** Adjectives like 'easy' or 'hard' are often followed by an infinitive, e.g. 'easy/hard to do/understand/see', etc.

22 **soon:** 'As soon as' means 'the moment' or 'immediately'. 'Long' or 'well' are not possible – 'as long as' means 'provided' and 'as well as' means 'also'.

23 **such:** 'So' does not fit here – it would then have to be 'so lively a café culture'.

24 **but/though/although:** This is needed to make the clear contrast between the two parts of the sentence. 'However' makes that contrast too but is not possible because of the punctuation – it would have to be used as the start of a new sentence.

25 **ago/back:** 'back' is much more colloquial in this context than 'ago'.

26 **like:** 'Feel like (doing) something' is a fixed phrase to express mood.

27 **not/never:** A word like 'then' is not possible because the following sentence makes it clear that a negative adverb is required here.

Use of English Part 3 back

28 **extinction:** The noun is needed here – the preceding 'to' is not part of an infinitive.

29 **essential:** Note how the 'c' of the noun changes to 't' in the adjective.

30 **breeding:** The noun from 'breed'.

31 **composition:** 'composer' is the person noun from 'compose'.

32 **detectable:** This means 'able to be detected'. Thinking about the meaning of the whole sentence makes it clear that the aim is that the nest should not be detected by predators and so 'undetectable' is not correct here.

33 **unpleasant:** 'pleasant' fits grammatically but the whole context makes it clear that the smell is not a good one.

34 **suspicion:** 'suspect' with the stress on the first syllable is also a noun but it is used to refer to a person suspected of something.

35 **survival:** This is the abstract noun while 'survivor' is the noun referring to a person.

36 **Discovery:** 'Uncovering' or 'Discovering' do not work here because they would not be followed by 'of'.

37 **threatened:** 'threatening' is not possible because the birds are being threatened rather than themselves threatening some other creature: 'threatened' means 'under threat'.

Use of English Part 4 back

38 **form:** Other words such as 'behaviour' could fit in the first sentence, 'type' or 'kind' in the second and 'information' in the third but only 'form' fits all three.

39 **take:** 'last' can also fit in the first sentence, 'make' in the second and 'have' in the third but 'take' fits in all three.

40 **run:** 'term' fits in the first sentence, 'spell' in the second and 'lead/organise', etc. in the third but 'run' fits in all three.

41 **dark:** 'difficult' or 'tiresome', for example, fit in the first sentence, 'light' or 'long' in the second and 'nightfall' or 'dinner' in the third, but 'dark' fits in all three.

42 **terms:** 'spite' fits in the first sentence, 'words' fits in the second and 'conditions' in the third but 'terms' fits in all three.

Use of English Part 5 back

43 **you'd/had been | in my shoes:** 'In my shoes' is an idiom meaning 'in my position'.

44 **bring the problem | to his attention:** 'Pay' is a common collocation with 'attention' but it does not match the meaning of the first sentence.

45 **take/make a decision | about how to:** 'about' could also be used after 'decide' in the first sentence but it must be used after 'decision' to make the connection to the next part of the sentence.

46 **to get used | to living in:** 'get' is required rather than 'be' – it means 'become' which is what is needed for the context. Note that 'to' must be followed by an '-ing' form in the second part of the sentence.

47 **stand up for | your beliefs/principles:** Both 'up' and 'for' are needed after 'stand' to match the meaning of the first sentence.

48 **to take Smith's age/youth | into account / to take into account | Smith's age/youth:** It would be more common to put 'Smith's age/youth' immediately after 'take' although the other word order is also possible.

49 **have caught | the/his usual train:** 'Can't have' can be used to make a deduction from some evidence; the sentence means the same as

'Paul must have missed his usual train', i.e. 'must have' rather than 'can have' when it's a positive statement.

50 **isn't any/is none | of my boss's business:** 'It's none of your/his business' is a common colloquial expression meaning 'it's got nothing to do with you/him'.

| shows where the answer is split into two parts for marking purposes.

Listening Part 1 back

1 **C** *Distraction* A: the woman realised from the start that she would not be able to attend; B: the woman feels now that she might have been inconvenienced by it if she were actually there at the time.

2 **B** *Distraction* A: the man is talking about time problems rather than financial problems; C: he comments positively on the relevant experience of the planning committee.

3 **C** *Distraction* A: although the speaker refers to the tutor's lack of clarity, that is not the main thing he was irritated by; B: the change in the deadline actually helped a little.

4 **A** *Distraction* B: the woman says she used to feel people were exaggerating the problem with the course, the implication being that she no longer feels that way; C: the woman talks about learning from experience with regard to her own work.

5 **C** *Distraction* A and B are wrong because neither of them was keen on either the plot or the casting.

6 **A** *Distraction* B: although the woman quite liked the music, it was not the best thing about the film for her; C: the woman says she liked the camerawork on the characters but does not pass any positive comments on characterisation.

Listening Part 2 back

7 **mouse:** The speaker mentions a carving of a bear but this was not hidden on a piece of furniture.

8 **patience:** The speaker praises the art of wood carvers but the comparison with herself relates to the patience they show.

9 **hammer:** 'old' in the sentence on the question paper reflects 'ancient' on the recording script.

10 **pumpkin:** The traditional children's story 'Cinderella' features a coach made out of a pumpkin and this may have inspired Di Marchi.

11 **marble:** Before working in wood, we are told that Di Marchi worked in bronze – but before that in marble.

12 **scope:** 'gave him more' on the question paper reflects 'offered greater' on the recording script.

13 **jacket:** The point is made that for many other people the favourite piece is a car but not for the speaker.

14 **incredible:** Although you hear the adjectives 'stiff' and 'wooden', the point is made that these are not words that could be used about Di Marchi's work.

Listening Part 3 back

15 **D** *Distraction* A: it was his grandmother rather than a teacher who encouraged him to make jam; B: his grandmother simply taught him to make jam, there is nothing to suggest that the idea of using jam as a business opportunity was hers; C: although he did sell some jam at school fairs, that was not his motivation for producing his jam.

16 **A** *Distraction* B: the speaker does not talk about costs; C: increasing the range of types of jam was not his initial aim when he left school; D: changing his production process would be more a by-product of expanding his market than an aim in itself.

17 **C** *Distraction* A, B and D are also true about Douglas's jams but they are not the features that make his jams distinct from others.

18 **B** *Distraction* A: there is nothing to suggest that the speaker knew any of the managers before he approached them with his idea; C: the managers were impressed by his enthusiasm rather than by his idea; D: it was Douglas who persuaded them to diversify.

19 **D** *Distraction* A: the speaker meets his mentor in a café now but that is not how they first met; B: they met because the mentor made contact with Douglas after reading about him; C: Douglas's name was in a newspaper article not in an advertisement placed by him.

20 **D** *Distraction* A: Douglas speaks as if he intends to return to complete his degree at some point in the future; B: the speaker says he was finding it difficult to combine study and business; C: Douglas has clearly not yet managed to complete all his courses.

Listening Part 4 back

TASK ONE

21 **D** Although the speaker says he is an actor by profession, he is not talking about acting here.

22 **H** There are a lot of things to suggest playing in a band here but towards the end the speaker makes it clear that she is talking about the 'combination of music and rhythm', i.e. dancing.

23 **E** The reference to skating and the suggestion that it is a sport unlike golf or table tennis makes it clear that the speaker must be talking about ice hockey.

24 **B** The speaker is playing a dancer rather than being a dancer, which makes it clear that she is talking about acting.

25 **F** Although the reference to the pleasure of being in a team might suggest that the speaker is referring to doing a sport, the later mention of a song makes it clear that the answer must be playing in a band.

TASK TWO

26 **H** The speaker makes it clear that he has no dreams of becoming a professional cook or of winning any prizes, but he explains that he finds cooking a very satisfying activity.

27 **B** If you do something for a living then you earn money from it, in other words you are doing something professionally.

28 **A** It is the friend rather than the speaker who has won prizes for the activity.

29 **G** It's the other people in the play rather than the speaker's partner that share her enthusiasm; it is doing it well that the speaker says gives her satisfaction rather than the fact that she does it with other people.

30 **C** It may well be that the speaker would like to play professionally but he does not actually say so.

Test 4 Transcript

CD 2 06 back

This is Advanced Trainer *Listening Test Four.*

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you will hear this sound: [tone]

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

You'll hear three different extracts. For questions 1 to 6, choose the answer (A, B or C), which fits best according to what you hear. There are two questions for each extract.

Extract one

You hear a man and a woman discussing an international sports event.

Now look at questions 1 and 2.

Man: There's more in the papers about next year's international athletics competition. It seems they're running into more problems. I'm beginning to wish they hadn't decided to hold it in our area. It seems to be causing endless problems.

Woman: I know. Not that it bothers me personally that much. I've certainly no intention of going along to anything. I realised at once that I'd be away while it was on and I feel quite relieved about that now. The town'll probably be horribly crowded. But I don't feel sorry it's coming here though. Right from the start I thought it would be really positive for the local economy and you can already see that happening.

Man: I guess so but I wish I could feel more confident it'd all be worth it in the end. It's just one thing after another. Now they've run into other problems with the foundations for the new stadium. They're still adamant it'll be ready well before the due date, but I'll believe it when I see it. It's beginning to feel like a real possibility that it won't be and how awful would that be. You'd think that with all that experience on the planning committee and the huge budget they've been given, they'd be able to do things properly.

Woman: I know what you mean, but there's no point in getting too worked up about it. There's nothing we can do to help, is there?

Extract two

You hear two students discussing a piece of group coursework they are doing.

Now look at questions 3 and 4.

Woman: How's your coursework coming along, Rick? My group's meeting to finish ours off this afternoon. We've been finding it really hard but I think I've probably learnt a lot from the experience of doing it.

Man: We've still got masses to do on ours. Mark said it'd be easy and there was no need to start it till Saturday even though we thought it was due in first thing on Monday morning. Then he decided to go away for the weekend leaving it all to Amy and me.

Woman: Sounds like it's a good job the tutor extended the deadline till five o'clock tomorrow afternoon then.

Man: I suppose so – though I'd rather have had it done by now. I've got another piece of work due in later this week. Anyway, I'm afraid it's going to be an all-nighter for me. Amy's not much help. She said she'd do one part of it, but she misunderstood the tutor's instructions and has done the wrong thing. I must admit he didn't explain things all that clearly, but even so ...

Woman: You poor thing. I always thought people were exaggerating when they complained about this course, but now I'm beginning to feel they had a point.

Man: Absolutely!

Extract three

You hear a man and a woman discussing a film they have recently seen.

Now look at questions 5 and 6.

Woman: So what did you think of *Silent Laughter*?

Man: I was a bit disappointed. I didn't think it was as good as it's been hyped up to be.

Woman: Yeah, I thought it was weird. Bordering on the pretentious. But I suppose that might be how things really are in the world of fashion.

Man: Mm, I'm not so sure. My cousin knows someone who's a model and she says the storyline was totally inauthentic. And my cousin and I both thought that absolutely the wrong people were cast in the main roles.

Woman: Yeah, though some of the supporting actors were OK, I suppose.

Man: Maybe. Mind you, even though I wasn't too impressed when I saw it, it has kept coming into my mind since then. I start wondering just how much was the model's dream and how much was reality. Or about the relationship between the supermodel and the designer.

Woman: I know what you mean. It's certainly not the kind of film you see and then instantly forget. I think the one thing that made it a bit special for me was the way it was very visually interesting – plenty of unusual and beautiful shots, particularly of the main characters. I quite enjoyed the music too.

Man: Absolutely.

That's the end of Part 1.

Now turn to Part 2.

07 PART 2 back

You'll hear a student talking about her favourite artist, a wood carver called Livio di Marchi. For questions 7 to 14, complete the sentences. You now have 45 seconds to look at Part 2.

Woman: So today I want to tell you about my favourite artist. He's an absolutely amazing wood carver called Livio di Marchi. I've always loved wood carving ever since I was a small child. One of my favourite toys was a lovely carved wooden bear. Also an uncle had a table made by someone who'd carved a mouse at the top of one of the legs. You couldn't see it without crawling under the table but it seemed such a personal and fun thing to do.

Wood carving is a wonderful kind of art, I think. You just have to marvel at the patience of the people who've spent endless hours creating their works for our pleasure. I'd never be able to do it, I know.

Anyway, Livio Di Marchi is a wood carver from Venice in Italy. He prefers to use simple but familiar tools, including 100 different kinds of chisel and an ancient hammer made of wood. He is truly a master craftsman, and some of his work is absolutely awesome.

Many of his pieces are very famous. For example, he did one called *A Dream in Venice* that made an appearance in 1994. This extraordinary creation is a huge pumpkin drawn by four horses, which rear up when the driver pulls the reins. It can accommodate four people as it glides across the waters of the Venetian canals and was one of the jewels of the Carnival that took place in the city that year.

As a child, di Marchi's interest in ornamental carving led him to work and practise in a craftsman's workshop while studying art and drawing at a famous Venetian art academy. From an early age he was demonstrating that he had enormous artistic talent for moulding materials, creating wonderfully detailed sculptures. He started off working in marble, later moving to bronze.

However, it was not long before he gravitated towards wood. He said he did so because wood offered greater scope. He felt he would be able to put it to a very wide range of uses. And indeed he has done so.

He has created a wonderful variety of pieces – a basket full of teddy bears, items of clothing, all sorts of things. The one I like best is a jacket. It just looks so realistic – you want to touch it because you're sure it must actually be made of leather – but it isn't! But many other people would say their favourite piece is a car. He's done several of those and they're also amazingly realistic.

We often use the word *wooden* to describe something stiff, but di Marchi's works are very far from stiff in this sense. In fact the most appropriate adjective to describe his work is simply 'incredible'. You just cannot believe that his objects are all made of wood.

Now you'll hear Part 2 again.

That's the end of Part 2.

Now turn to Part 3.

CD 2 08 PART 3 back

You'll hear part of a radio interview in which a young man, Douglas Grainger, is talking about his jam-making business. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 1 minute to look at Part 3.

Interviewer: It's a pleasure to have with me in the studio today the successful young businessman, Douglas Grainger. Douglas, tell us how you got started in business at the early age of 14.

Douglas: It all began one afternoon when I was only in my second year at secondary school. My grandmother taught me how to make jam with her secret recipes. She had a lot of fruit to make into jams and couldn't manage the task all on her own, so she persuaded me to be her kitchen boy. I found I loved making jams so I carried on doing it in the kitchen at home and selling it to the neighbours and at school fairs and farmers' markets and later to local delicatessens. It just sort of grew and grew by word of mouth over a few years while I was still at school.

Interviewer: So it quickly became a business?

Douglas: That's right! By the time I left school, I was working all day every day in my parents' kitchen. At one point I was manufacturing about 1,000 jars a week. I'd realised I'd have to come up with some sort of big idea in order to move production into a commercial setting. After doing a lot of research, I discovered that sales of jam, generally, have actually been in decline for the last couple of decades. That's unfortunately because jam has a rather old fashioned image. So I decided to set myself the ambition of changing that stereotype by trying to come up with a way to make jam more appealing to a younger audience.

Interviewer: Mm, how is your product different from those made by your competitors?

Douglas: I developed a set of recipes where the jams are made entirely from fruits and fruit juice. They don't use anything artificial. Even the sugar in them is just what comes from the fruit itself. I decided to call the jam 'Super Jam' because the fruits that I use are very healthy fruits like blueberries and cranberries. This gives the jam a very distinctive and interesting quality. After a year of development, I managed to convince an ad agency to work with me on labels and a factory to work with me to produce the jam. Some of the big supermarkets decided to take it on and I now supply about 500 shops including one of the largest retailers in the world. It's been a whirlwind journey and it's continuing to grow and grow every day.

Interviewer: Was your age an issue that you had to overcome?

Douglas: Definitely. Trying to convince one of the biggest jam manufacturers in the country to work with me to produce the jam was certainly difficult. I knocked on lots of different doors but all I had was an original idea – no money or capital or anything like that. A lot of the doors were slammed in my face. But eventually I managed to convince the management of one factory to work with me. They could see I was ready to put everything I had into trying to make this work and felt they might as well give it a shot. So, they diversified and were quickly very glad they did.

Interviewer: Did you have a business mentor?

Douglas: Not at first, but then a local entrepreneur read about what I was doing in the evening paper and he thought that I reminded him of himself at my age. He got in touch and we now go out for coffee every month and I tell him what I'm trying to do. He explains things to me and it's fantastic! He's helped me enormously and I'd say we're really good friends now.

Interviewer: I guess your company had already taken off by the time you started university?

Douglas: I started my uni course not really knowing whether the business was really going to be successful. So midway through my first year, the products launched and I found myself going on TV and flying all over the place. It just completely took off and it was amazing for all the other students to see it happen. After my first year, I started struggling with running the business and going to university every day, so the university said I could take a couple of years off and wait until everything calmed down a little bit. I could get myself organised and go back whenever I felt ready. I'm pretty lucky in that respect.

Now you'll hear Part 3 again.

That's the end of Part 3.

Now turn to Part 4.

CD 2 09 PART 4 back

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about leisure activities.

Look at Task 1. For questions 21 to 25, choose from the list (A to H) which activity the speaker is talking about. Now look at Task 2. For questions 26 to 30, choose from the list (A to H) what the speaker says about the activity. While you listen, you must complete both tasks.

You now have 45 seconds to look at Part 4.

Speaker one

I've been doing it for years. I'm an actor by profession and of course I have long periods when I'm not on stage and don't have anything much else to do, so that's when I really do a lot of it. I'm still not that expert at it – I don't think I'd ever win any prizes or anything like that and I've no aspirations to become professional – but I find it very satisfying when I attempt something different and it seems to work. I like adding my own personal touches – an unusual herb here, an unexpected combination of flavours. Appearance is important to me too – my roommate's even been known to take a photo of something I've served up.

Speaker two

My earliest memory is of seeing my dad on stage with his huge trombone, so I suppose it's not that surprising that my brothers and sisters and I all grew up more enthusiastic about music than sport. My brothers have formed a pop group that actually won a 'Best Newcomers' prize for their first album last year – you must have seen their photo in the papers – but I soon realised that it was the combination of movement and rhythm that I loved. I go to the studio after college every day and it's my dream to actually be able to do it for a living, though I appreciate it's a very competitive field.

Speaker three

A friend first got me enthusiastic about playing. That friend was much better at it than I am – he even won a few trophies when we were teenagers. Oddly enough he's completely lost interest now

while I'm quite the reverse. I seem to spend more time at it each year. I fell and broke my shoulder bone in one match last year but even that hasn't put me off. I just love the excitement and the speed of movement on skates. My mum says she wishes I'd taken up what she calls a nice civilised sport like table tennis, say, or golf, but I've every intention of keeping going as long as they'll have me in a team!

Speaker four

I'd never want to do it professionally – that's far too risky a business – but it's a great hobby! I feel I've learnt so much over the last few months and have become much more expert at what I can do and that's given me huge satisfaction. I'm involved now in a production about a famous dancer who had a very tempestuous private life. I'm playing one of the leads and getting to grips with that has been quite a challenge! All the other people in the show are enthusiastic and determined to make it a success. That can make tempers run high at times, of course! Anyway, it's a brilliant contrast to my day job in a busy restaurant.

Speaker five

Sometimes I feel I spend more time at this than at work. I certainly feel more enthusiastic about it. You might imagine it's the sense of achievement when you're doing well that's so attractive but that's not really it as far as I'm concerned. It's more a matter of the team thing, you know the feeling of all being in it together both when you succeed and when you don't. That's made us all very close. We've performed at a number of local clubs and colleges and are beginning to make quite a name for ourselves. Our latest song's on the Internet and it's already had an amazing number of views. It's all very exciting!

Now you'll hear Part 4 again.

That's the end of Part 4.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.

You have one more minute left.

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 5 Key

Reading Part 1 back

1 A The answer is given in the phrase 'additional … funding means … waters can now be explored more effectively' and the text goes on to explain that the funding will allow researchers to use sophisticated robots to discover what is happening underwater. *Distraction* B: the project has already been underway in the waters around Tasmania ('since 2007'); it is the technology which is new; C: there is nothing in the text that suggests that the project director is new; D: although the data will be made publicly available, there is nothing in the text to say that this is a new thing.

2 B The project director says that the new technology will allow them to 'thoroughly assess the state's seas'. The phrase 'collecting observations around Tasmania' also supports the correct answer. *Distraction* A is wrong in that the project will use different methods of data gathering but its aim is not to contrast them; C: the project is making use of new technology, rather than developing it; D: the aim is to study the area under the sea ('track marine threats', 'explore ocean waters and habitats' and 'to thoroughly assess the state's seas'), not just to film it and not just to look at life under the sea.

3 A The words 'unbelievable' and 'weary' in the section beginning 'Asimov came to detest the Rogue Robot Plot for a number of reasons ...' gives us the answer here. *Distraction* B: although he implies the scientist is not very clever (he finds it 'unbelievable that a robot would be constructed without built-in safeguards …'), there is nothing in the text to say whether Asimov found both the robot and the scientist unsympathetic; C: the text only actually mentions one technical error; D: we are not given information in the text about whether characters typically developed in this plot or not.

4 D 'Far from threatening the little girl … , Robbie saves her life …' *Distraction* A: Robbie does not turn into a human being even if he behaves in a humane way; B: the creator of Robbie is married to the girl's mother, who does not approve of Robbie, but instead 'exhibits the same dark fears as the mad scientist's nearest and dearest … stories'; C: we do not know whether the father created the robot for his daughter or not; only that the father says Robbie 'can't help being faithful and loving and kind …'.

5 C A: the way Nao displays emotions is more like that of a small child (e.g. he raises his arms for a hug when he is happy). *Distraction* B: the text does not tell us anything about how rapidly the robot's moods change; D: the robot expresses emotions through movements of the body but not of the face ('emotions are revealed through physical postures … movements of the body rather than facial or verbal expression').

6 B 'In future, robots are likely to act as companions ... They could also provide support for the elderly.' *Distraction* A: the robots may be used to order groceries online, but the text does not mention collecting them; C: understanding the importance of emotions is something that has mattered in the development of these robots rather than being an aim of their use; D: although the robots have been trained according to 'the first years of life' (i.e. like 'young children'), the text does not say that they will be used to look after children (even if they could be used as companions for them as well as the elderly).

Reading Part 2 back

7 F F repeats the structure of the previous paragraph contrasting the lake as Smith remembers it from swimming there as a teenager and how it changed after the eruption; the 'so it was' in F refers to the description of the lake in the first three sentences of the article.

8 B 'new mystery' in B refers back to the 'mystery' discussed in the previous paragraph. The 'them' in the first sentence of the following paragraph refers back to the fish discussed at the end of B.

9 G 'also' in the first sentence in G relates back to the final sentence of the preceding paragraph – these paragraphs make it clear that both Crisafulli in G and Lucas in the previous paragraph believe that the fish were artificially introduced to the lake.

10 D 'break the law' in D is explained in the following paragraph where the reader is told of measures introduced by Congress to restrict public access to the area, thus making fishing there illegal.

11 A the preceding paragraph introduces the point that the area has been set aside for research purposes while A goes on to elaborate on the kinds of research that have been carried out there, the words 'natural lab' in A linking back to 'restricted research area' in the previous paragraph.

12 C the 'key realisation' mentioned at the beginning of C relates back to the idea of the 'lessons of St Helens' which is the theme of the preceding paragraph; also the idea of 'recovery from within' introduced at the end of C is explained in the following paragraph.

Reading Part 3 back

13 C 'Today's competitive job market means gappers must ensure … CV fairy dust.' Using the verb 'doss around' suggests that gap years in the past were about relaxing and having fun (i.e. just about pleasure). *Distraction* Although A, B and D may all be true, they are not points which are made in the text.

14 B 'The benefit if the idea does not succeed … is that having tried something will show future employers that you have initiative. *Distraction* A: the writer says it 'could lower your student loan' rather than being big enough to cover the costs of higher education; C and D are wrong because they are not mentioned in the text (even if you feel they are true).

15 A The answer is given in the sentence beginning 'Eventually …' *Distraction* B: it took the writer a long time to find work rather than to plan her year. Also, the text actually says the opposite: 'there's still time to arrange a year out at very little notice'; C: although the writer could not travel because she had used up all her cash, that is not the main reason she uses her own experience; D: although the writer's own gap year experience was 'forced on [her] by unexpected circumstances' that is not the point of her mentioning her own experience. Her point is to show how she made an important decision as a result of the gap year, a point highlighted at the end of the third paragraph.

16 D 'don't ask too many questions: gappers tend to go on a bit' – 'Go on' here means 'talk too much'. *Distraction* A: the writer is suggesting that it is good to hear what others say before you make up your mind; B: the writer does not suggest that you will be confused by what gappers tell you, the implication is rather that you may become bored; C: the implication of the preceding sentence is that it is desirable to hear about the range of options available.

17 B The writer implies that learning additional skills such as driving, typing, cooking, etc. can all help to make the young person stand out in a competitive job market. *Distraction* A: the writer does not relate having a gap year to growing in confidence; C: the writer does not mention young people becoming mature adults during their gap year, even if this may often be the case and D: the writer focuses more on what the gapper can learn rather than the places the gapper could see.

18 D 'Make sure you choose a reputable company; do plenty of research, and ask any friends for personal recommendations.' In other words, decisions should be taken on the basis of having plenty of reliable information. *Distraction* A: it is the language benefits of spending time abroad that is mentioned rather than the need to learn a language before departure; B: the gapper is encouraged more to find out about the company organising their trip than about the country being visited; C: the gapper is encouraged to ask friends for advice but travelling with them is not mentioned.

19 C The answer is given in the sentence beginning 'At the start of mine …'. The list of things that the writer makes includes things that reflect different aspects of her life – serious career things like getting work experience but also social things like partying and entertainment things like seeing special films. *Distraction* A, B and D are all partly true, but they are not 'the main point' that the writer is making here.

Reading Part 4 back

20 C 'her popularity is said to be not restricted to any generation, and she has a talent for making men as well as women feel comfortable'.

21 F 'She's passionate about political comedy, often publicly regretting the lack of effective political satire in Britain.' *Distraction* G: although we are told that Philips' humour is not mainstream, i.e. it is different from most performers' work, there is nothing in the text to suggest he is critical of other types of humour.

22 A 'Her new show … will go on to become her first national tour in the autumn'. *Distraction* E is also going to do a nationwide tour later in the year but it is not his first as we are told that he did one last year; touring is also mentioned in relation to G but he is in the middle of a current tour in the US.

23 E 'O'Hanlon's live act ought to be compulsory viewing for any aspiring comedian.' In other words it is recommended that any would-be comedian must watch him; *Distraction* it is said of A that 'her career will be the model for many aspiring comics' but that is referring to her career path rather than her performance.

24 C 'Now with a best-selling book to her name …'. *Distraction* G's jokes have been mentioned in a publication but it is clear he did not write the article in question himself.

25 B 'Coolidge makes her festival debut [i.e. first appearance] this year.' *Distraction* A is mentioned as having been a newcomer two years previously.

26 D 'Ince will be offering his shows free.'

27 A 'Millican took home the best newcomer award at the festival two years ago.' *Distraction* G has 'won a cult following' which is too abstract to be considered as a prize.

28 C 'Her recent divorce and life as a single mother have provided her with plenty of raw material.' *Distraction* Although we are told that F uses material from her own childhood, nothing suggests that this material is dealing with difficult experiences.

29 F 'Former corporate lawyer Susan Calman …'

30 B '… Jennifer Coolidge, best known to a generation of teenagers as Stifler's mom in the *American Pie* series.' *Distraction* A is known for TV and radio work, D is known for stage and radio work, rather than work in films; E is known for a TV series; F for a radio series.

31 G A true original, he may puzzle the mainstream – which means what he does may seem strange to the majority of people because it is very different from what they are used to …'

32 A '… her career will be the model for the many aspiring comics … at this year's festival.' *Distraction* E's work is recommended as essential viewing for people who wish to succeed as comedians but the writer is giving advice in E rather than commenting on young comedians' attitudes as statement 32 requires.

33 E 'Fresh from performing in the US last year in a triple bill with two other Irish comics …'

34 D 'Taking time out from his stage and radio collaborations …'. Although many of the other comedians can be understood to have been performing in the theatre recently and several have been on the radio, most of the others are not mentioned as having worked with other people. *Distraction* E worked with two other people but there is nothing to suggest that he was on stage and radio.

Writing Part 1 back

1 (letter)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Dear Mr and Mrs Albert,

As Rick may have mentioned to you I went on a HolidaysPlus adventure holiday last summer. I spent a month in Kenya. While there I had the amazing opportunity to try parachuting and ballooning. That was the experience of a lifetime. I also helped with building a village school so felt I was doing something that was worthwhile for the local community.

I would very much recommend that you allow Rick to go on a similar holiday. It may put your mind at rest if I let you know that I was very impressed with the safety precautions which HolidaysPlus took. We were given a detailed safety talk at the beginning of the trip. We also had expert coaches with us at all times. Only the best quality equipment was used and everything was carefully checked at the end of each day. I can assure you that Rick would gain a great deal of useful experience as well as having a wonderful holiday were he to go on a similar trip this summer.

Thinking about the holiday like this has made me keen to go again. Perhaps I should go with Rick? It would be fun to spend time together and we could also keep an eye on each other.

With very best wishes,

Notes

- *Use of appropriate opening and closing for a friendly letter. (Note that the writing is a little more formal than if the letter had been to the writer's friend Rick rather than Rick's parents.)*
- *Opening statement gives a clear introduction to the letter*
- *All the points from the notes on the advert are made in the letter*
- *Examples are given of safety measures, sports that were tried and community projects that were experienced*
- *Good range of vocabulary and structures used*
- *Variety of sentence length*
- *Words from the question paper are changed – 'ensure safety' becomes 'take safety precautions', for example*
- *Appropriate register – with a suitably reassuring tone*
- *No language errors*
- *Correct length*

Writing Part 2 back

2

Style

Neutral to formal

Your essay should use language that is appropriate for a piece of academic writing.

Content

Your essay should deal with the issue of friendship. You must consider the value of having friendships with people of different age groups and nationalities and you should address the question of whether this makes you a more rounded person. You may choose to agree wholly or partially with the statement or even to disagree but you must give clear, well-argued reasons for your opinions.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title – but do not write out the whole statement.

3 (report)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Young People and Fitness in East Anglia

Overview

Concerns are often raised in the press about the inactive lifestyles of the current younger generation. However, many young people in this area are active participants in a whole range of sports. Unfortunately, there is also a sizeable minority who spend most of their time indoors playing computer games rather than doing anything more physically active.

Popular activities

Football is one of the most popular sports with young people. Most of the towns and villages in the area have their own youth teams and these compete against each other every Saturday. Although football is predominantly enjoyed by boys, there are increasing numbers of girls' teams too.

This area has several excellent swimming pools and swimming is also an activity which many young people enjoy. The keenest youngsters compete in regular galas but many others just like the fun of swimming for pleasure.

Other popular activities include skateboarding, tennis, basketball and mountain biking. There are several dance schools which teach both ballet and modern dance. Martial arts have also increased in popularity in recent years with judo and karate being enjoyed by both boys and girls from a young age.

A less popular activity

Surprisingly perhaps, table tennis seems to be declining in popularity. This is a pity as it is a sport which many young people could learn to enjoy. If schools had table tennis tables available for young people to use in their break times and if they organised tournaments between different schools, then this sport would soon become popular again. This might well encourage those otherwise less active youngsters to participate in what can be a very enjoyable and not-too-difficult sport.

Notes

- *Appropriate use of title and sub-headings*
- *Opening paragraph gives a clear and positive introduction to the report*
- *All the points requested by the task are dealt with in the report*
- *Clearly organised in paragraphs*
- *Good range of vocabulary and structures used*
- *Appropriate register – neutral to formal*
- *No language errors*
- *A little over-length (270 words) but not so much that marks would be lost*

4

Style

Any – as long as it is consistent as articles can be written in any style

Your article should use language that makes your points clearly and in an interesting way. Readers will only continue reading an article if they find it engaging.

Content

Your article must clearly state what the event was. It should also say where you were and what you were doing when you learnt of the event. It should give reasons why the event had a strong impact on you. You should open your article in a way that will encourage readers to continue reading.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title.

5(a)

Style

Neutral to formal

Your essay should be in a style appropriate for an academic essay.

Content

Your essay should focus on how the text ends. It should (a) discuss how effective you think this is as an ending and (b) outline an alternative ending, discussing whether that would have been as effective or not. It does not matter whether you feel the actual ending is effective or not, but you must give reasons for your opinions in a clear and well-argued way.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title – but do not write out the whole task.

5(b)

Style

Any – as long as it is consistent as articles can be written in any style

Your article should use language that makes your points clearly and in

an interesting way. Readers will only continue reading an article if they find it engaging.

Content

Your article should focus on two of the main characters in the text. It should explain (a) how they differ from each other and (b) which you prefer. It does not matter which two characters you choose to focus on but you must give clear reasons for your opinions.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title and sub-headings.

Use of English Part 1 back

1 **B** 'hotly contested' is a strong collocation. *Distraction* A and C would have to be followed by 'for' in this context. 'Hotly debated' is a common collocation but it means 'vigorously discussed' which does not fit the meaning required by the context.

2 **C** None of the other options collocate with 'liked'.

3 **D** All the other options would require 'in' rather than 'from' at the beginning of the phrase.

4 **A** You 'submit' an entry to a competition; none of the other options fits in terms of either collocation or meaning.

5 **B** This is the only word that makes sense in terms of meaning – it means that the winner was given some freelance work.

6 **D** This is the only word that makes sense in terms of meaning – it means 'planned for the future'.

7 **D** This means 'the thing he is passionate or very enthusiastic about'. *Distraction* A and B are not used in this way to mean what makes someone happy or excited; C might be used in this way – normally in a sentence like 'He is my pride and joy' – but it is not the right emotion for this context.

8 **A** This is the word used to refer to where someone comes in a competition – in first place, in last place, etc. The other options certainly also collocate with 'third' but do not fit the context.

9 **C** This is the only word used in a context like this to describe who is eligible to enter a competition – open to everyone, open to under 16s, etc.

10 **D** It means 'opportunity', which could also fit this gap, but is not, of course, given as an option here.

11 **C** This word can be used in place of 'prizes' here. *Distraction* A is used mainly about what someone gets for good behaviour; B is used about what someone gets if they win a lottery of some kind; D is usually used in a more abstract context – 'peace offerings', for example.

12 **B** This is the word that fits in terms of meaning; also the other options would be followed by 'by' rather than 'to'.

Use of English Part 2 back

13 **is:** The subject of this verb is 'result'; 'found' is not possible – it would be 'the scientists found …'.

14 **more:** 'less' fits grammatically but it is clear from the context of the article as a whole – as well as from knowledge of animal behaviour – that animals are likely to try to make themselves more attractive to a mate.

15 **while/when/as:** You need one of these time conjunctions here – they all give the idea of 'during the process of arranging their feathers'.

16 **with:** 'with the aim of …' is the phrase required to explain why they behaved in this way.

17 **doing:** The '-ing' form is needed as the verb here is acting as a noun, the subject of 'helped'.

18 **much:** 'not so much' here means 'not particularly' – it gives the idea that it's not that the eye-catching colour is not part of the reason, it's just not the main reason.

19 **made/ taken:** Either 'take' or 'make' collocates with the noun 'effort'.

20 **the:** This kind of comparative structure – 'the more something happens the more something else happens' – is commonly used in both written and spoken English.

21 **few:** 'number' or 'couple' do not fit here because they would need to be followed by 'of'.

22 **as:** 'as a result' is a fixed phrase.

23 **can:** The positive context makes it clear that 'cannot' is not possible here.

24 **how:** 'what' does not fit because then it would need to be 'what it looks like' and 'way' would need to be preceded by 'the'.

25 **than:** This helps to make the comparison between females and males.

26 **which:** This relative pronoun is used to sum up the whole of the preceding phrase 'took the best breeding sites'. 'That' would only be possible here if it began a new sentence.

27 **over:** This is the preposition required after 'advantage' when the aim is to explain that someone or something is more advantaged than someone or something else.

Use of English Part 3 back

28 **possessions:** The verb 'have' makes it clear that a plural noun is needed here.

29 **mankind/humankind/humanity:** 'men' is not possible because of the singular verb which follows.

30 **problematic:** The context makes it clear that the negative adjective 'unproblematic' would not fit the meaning here.

31 **infrequently:** 'not infrequently' is quite often used to give the idea of 'relatively frequently'.

32 **judgement/judgment:** Both the US and the UK spellings are, of course acceptable here.

33 **reference:** A 'work of reference' or 'reference work' is a book like a dictionary, encyclopedia or atlas.

34 **borderline:** This is used to relate to a decision that could equally well go in either direction.

35 **extension:** The noun 'extent' does not fit the meaning here; a construction added to a house is an 'extension'.

36 **miraculously:** The adverb here is used to give the idea of 'in some miraculous way'.

37 **misfortune:** Although the negative form of the adjective is 'unfortunate', the noun which means 'bad luck' is 'misfortune'.

Use of English Part 4 back

38 **tone:** 'voice' or 'way' could fit in the first sentence, 'mood' or 'atmosphere' could fit in the second sentence and 'sound' in the third sentence, but only 'tone' fits in all three.

39 **crash:** 'freeze' would fit the first sentence, 'spoil' the second and 'strict' the third, but only 'crash' fits all three.

40 **hard:** 'difficult' would fit the first sentence, 'soft' the second sentence and 'solid' the third, but only 'hard' fits all three.

41 **come:** 'be' fits in the first sentence, 'enter' in the second and 'fall' in the third, but only 'come' fits in all three.

42 **mean:** 'poor' fits in the first sentence, 'average' in the second and 'intend' or 'want' in the third, but only 'mean' fits in all three.

Use of English Part 5 back

43 **time Emily had/got | her hair:** Remember that the past tense is required in the structure 'it's time someone did something', even though the speaker is referring to present or future time.

44 **bound to be | a simple explanation:** 'bound' is followed by an infinitive phrase and the preposition 'for' after the gap suggests the preceding word is likely to be a noun.

45 **no matter | what decision:** 'no matter what' means the same as 'whatever' just as 'no matter who' means the same as 'whoever', 'no matter how' 'however' and so on.

46 **isn't anywhere/is/'s nowhere (else) | 's/is no place/ I'd/I would rather:** 'I'd rather' means the same as 'I'd prefer' but is followed by an infinitive without 'to'.

47 **I could | take back what:** 'If only' means the same as 'I wish' and is followed by the same structures as 'wish'.

48 **caught sight of | a boy taking:** 'catch sight of' is a collocation meaning 'suddenly see'; the verb form must be 'taking' rather than 'take' because the noun form of the verb is needed after the preposition 'of'.

49 **what made | the strongest/greatest/most impression on:** The relative pronoun 'what' stands for 'the thing which'.

50 **have a lot | in:** You and someone else have something in common or, alternatively, you have something in common with someone.

| shows where the answer is split into two parts for marking purposes.

Listening Part 1 back

1 **C** 'mutterings' suggests people complaining but in a secretive rather than an open way. *Distraction* It is staff rather than customers who are complaining so B is incorrect; A: the problems he is causing relate to his being used to a 'less collaborative way of working' rather than his making extra work for staff to do.

2 **C** *Distraction* A is not mentioned as a possibility though the man does talk about discussing the problem with their manager; B is mentioned but by the man and not the woman.

3 **B** *Distraction* A is mentioned by the woman but it is not the focus of the article the man is commenting on; C: the main reference to the law is the termination of the man's contract and this could be described as a legal act but not a law case; the man also suggests that there may be some legal problem but there is nothing so specific as a law case involved – not yet at least.

4 **C** *Distraction* It is possible that the man could also have experienced an element of the feelings in A and B but he makes it clear in his final statement that he is not ultimately relieved and his main feeling is not one of disappointment because he makes the point that what has happened will be a good thing in the long run.

5 **B** *Distraction* A: neither of them actually says they find the lectures interesting; C: only the man thinks this.

6 **B** The woman says that the lecturer is 'witty', which means 'using words in a clever and funny way'; *Distraction* A: she complains about his voice being so soft that he is hard to hear and C: she complains about his slides having so much on them that they are hard to read.

Listening Part 2 back

7 **creative:** *Distraction* 'glamorous' is not correct because the speaker does not recommend the job for that reason even though she admits considering it as being so; 'well-paid' is wrong because the speaker says that it is not, in fact, well-paid work.

8 **economics:** *Distraction* 'graphic design' is wrong because that is what the speaker recommends rather than being what she did herself; history, engineering and English are mentioned as degrees done by colleagues of the speaker rather than the speaker herself.

9 **uncle:** *Distraction* Her parents suggested she should look for a job in the computer games industry but they did not give her a contact name.

10 **(games) tester:** *Distraction* The speaker mentions the role of technical programmer but makes the point that she did not initially have the skills for this.

11 **Jungle:** *Distraction* 'Motor Show' was the name of a later game that she worked on.

12 **research:** *Distraction* She applied for work in the marketing department but did not get the job.

13 **adventure:** *Distraction* The company the speaker works for is also mentioned as working on sports games and arcade games but those are not the types of games the speaker is involved with.

14 **(very) satisfying:** *Distraction* The speaker comments that other people's description of the job as challenging is not accurate, in her opinion; she also makes the point that the job cannot be called financially rewarding.

Listening Part 3 back

15 **C** *Distraction* A: the speaker compares what a dancer does to acting skills but does not say that that is what he enjoys about his role; B is the opposite of what is stated; D: although the speaker does mention the fact that he teaches, he does not say that he takes pleasure in this part of his work.

16 **D** *Distraction* A: the speaker is suggesting that he has to fit in large amounts of work rather than not having enough to do with his time; although B is mentioned it is an additional rather than the main problem; C: the speaker does not refer to having to make a choice between different companies – he works for different companies, in fact, and his problem is distributing his time amongst them.

17 **C** *Distraction* A: cooperating with other people suggests doing what they want rather than what you want as an individual, whereas the writer suggests that he needs to be firmer about asking for what he needs; B and D are wrong because although they are all skills that a dancer needs, they are not ones that the speaker says he needs to work on.

18 **A** *Distraction* The speaker says he 'watches and learns' from the speakers described in B but that does not imply that he most enjoys working with them; he himself tries to be C – friendly and a good communicator – with other dancers; D: the speaker does not comment on his relationship with the more creative type of dancer.

19 **B** *Distraction* A and D may well be true but they are not points which are brought out by the speaker; C: the speaker expresses no preference for either type of working atmosphere.

20 **D** *Distraction* The speaker mentions A – film – but in the context of taking a course in film studies rather than working in films; he also mentions both B and C but to say that he doesn't think that these are suitable careers for him.

Listening Part 4 back

TASK ONE

21 **E** *Distraction* The word 'historic' is mentioned in the text, as are buildings and this might lead you to either F or H, so make sure you listen to the whole text before choosing your answer.

22 **F** 'one hundred years' gives the clue to 'anniversary' here; *Distraction* Even though H may be tempting, the public building that is referred to is not being opened but was burnt down a century before.

23 **B** *Distraction* F: the situation being described could not be called an 'historic event'.

24 **A** *Distraction* The speaker begins by referring to meeting someone on a train journey but the memorable event is the one from his childhood, attending the opening of the Winter Olympic Games, which is a major sporting event.

25 **D** The words 'auditorium' and 'play' make it clear that the speaker is talking about a theatre; note that it is not only railway stations that have lost property offices.

TASK TWO

26 **C** The speaker's companion is her son and she is surprised because he usually reacts negatively to the kinds of music she enjoys.

27 **H** The special person the speaker met was an old university friend he had lost touch with.

28 **E** The decision that was taken related to moving back to live in

the place where they had grown up; *Distraction* D: although this decision might well have had an impact on their career, the speaker is not making that point.

29 **B** *Distraction* Although the speaker refers to meeting someone, that did not happen at the event being described and so is not what made it memorable.

30 **F** *Distraction* G: the speaker did not buy something, they simply mention that there was enough money in the purse for them to be able to buy something big.

Test 5 Transcript

02 back

This is Advanced Trainer *Listening Test Five.*

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you will hear this sound: [tone]

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

You'll hear three different extracts. For questions 1 to 6, choose the answer (A, B or C), which fits best according to what you hear. There are two questions for each extract.

Extract one

You hear a man and a woman discussing a work colleague.

Now look at questions 1 and 2.

Man: I hope Jeremy's going to turn out OK as the new store supervisor. I'm beginning to have my doubts.

Woman: Well, he's bound to take some time to settle into the role, I guess, but things aren't looking that promising. I've heard mutterings from several members of staff already.

Man: I know. And it used to be such a happy team. At least everything seems fine as far as customers are concerned. I guess there's no reason to take it up with our line manager at this stage. But perhaps we should have a quiet word with him? You're good at that sort of thing.

Woman: Well, I wouldn't mind but I think I'd be more in favour of hanging on for a bit. It might just be a matter of him getting used to our way of working with each other. He might just have been used to a less collaborative atmosphere.

Man: OK, let's give that a try then.

Extract two

You hear two people discussing an article from a local newspaper.

Now look at questions 3 and 4.

Man: Look at this. They've gone and sacked their manager. He's only been in the post for a couple of years.

Woman: Is that because they've had such poor results recently? When everyone had said the team was on the verge of doing so much better than before.

Man: It must be. And they've terminated the coach's contract too. But he's no loss. I never thought he was much good.

Woman: And you never thought much of the manager either did you? You were always saying he was in out of his depth.

Man: Yes, in the long term it might be a good thing, but it's still an odd time to do it. It's going to be pretty unsettling for the players. I wonder if there's more to it than meets the eye. Some legal issue perhaps.

Woman: Maybe. But perhaps it's a relief to see the back of them if something like that's involved.

Man: I'd agree with you if it had happened at the beginning of the season but now ...

Extract three

You hear two students discussing a course they are doing.

Now look at questions 5 and 6.

Woman: The Monday afternoon optional course seems to be turning out OK, don't you think? I thought it was going to be tedious at first but it seems to get a bit better each time.

Man: Yes, I thought I might end up dropping it after the first week but I'm getting more used to the lecturer and I think I quite like his style now. He's got quite a dry sense of humour. And I suppose vibrations could be an important topic, if we're going to become hands-on engineers.

Woman: I'm not so sure about that. Anyway, I've decided to stick with it for a bit longer. I wish he didn't speak so softly though. It's hard to hear his voice from the back of that huge lecture hall. If he wasn't so witty I don't think I'd make the effort. And his slides have far too much on them. I can't read them when I'm sitting at the back. It's a good job he puts them up online for us.

Man: Mm, I know. And did you see he's also put up a coursework assignment for us? We've got to get it done by the end of next week.

That's the end of Part 1.

Now turn to Part 2.

03 PART 2 back

You'll hear part of a talk about working in the computer games industry. For questions 7 to 14, complete the sentences. You now have 45 seconds to look at Part 2.

Woman: I'm here today to talk to you about working in computer gaming. I'd certainly recommend it as a career. Not because it's glamorous – it has that reputation among some people, I believe – nor because it's a well-paid job – generally it isn't – but rather because it's creative. And that's the factor that, all things being equal, correlates most highly with job satisfaction.

People get jobs in the computer games industry after degrees in all sorts of subjects. Of course, if you've done a course in graphic design, that'll stand you in good stead but it's certainly not essential. I myself graduated in economics and colleagues of mine did history, engineering and English. The degree itself is less important than the enthusiasm someone brings to the job.

It goes without saying that everyone who joins the industry has themselves enjoyed playing games. My parents always told me I spent far too much time on them, so much so that they suggested I put it to good use and apply for work in the industry. My uncle sent me the name of someone he knew at a major games company, so I decided to apply there first.

I was lucky enough to get taken on. I didn't have the skills to become a technical programmer of course and started as a games tester. That taught me a huge amount and after six months I was able to do something more demanding.

At first I was assigned to one of the games the company was then in the process of developing. You may well know it – it's called *Jungle* – it turned out to be a big seller. Later I worked on a game called *Motor Show* – that's less widely known but it has a devoted niche following. Anyway, I learnt a lot working on these two contrasting products.

After six months I moved on. I was given a position in the research department. I had applied for something in the marketing department but didn't get that. I was disappointed at the time but now feel it worked out for the best.

There are, of course, many different types of computer games. The company I work for specialises in sports games – skateboarding, motor racing, that sort of thing. However, it's also dabbled in old-fashioned arcade games and it does some adventure games too. Those are the ones I personally most enjoy working on – though each type of game has its own attractions, of course.

Anyway, I'd certainly recommend a career in computer games. I'd say mine has been very satisfying. Not as financially rewarding as some of you might like but that's not the main thing is it? When preparing for this talk I asked some of my colleagues how they would sum up their careers. The most common word they used was *challenging* but I don't feel that that puts a positive enough slant on a career in computer games. Anyway, let me now take any questions ...

Now you'll hear Part 2 again.

That's the end of Part 2.

Now turn to Part 3.

04 PART 3 back

You'll hear a radio interview with a professional dancer called Ross Curtis. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 1 minute to look at Part 3.

Interviewer: Ross, it's a pleasure to have you in the studio today. I wonder if you could tell me first what your work is like at the moment?

Ross: Sure. I work for two different dance companies. My primary responsibilities include attending warm-up class, rehearsals, performances as well as some teaching. At rehearsals, I must learn, master and artistically interpret the dance routines. It's not my role to change the choreographer's ideas, though sometimes I might be tempted to. In performances, the dancer has to accomplish what is surely their principal task: to bring the choreography to life, much as an actor does with their role in a play. Sometimes I have jobs that involve teaching younger dancers and there the goal is to teach within the style of the company you are representing, so that requires plenty of thought and planning.

Interviewer: So, what are some of the problems or decisions you face on a regular basis?

Ross: One of the chief problems I face is scheduling. The dance companies I work for often have overlapping performance dates. I also have to factor in my yoga teaching schedule. Very few dancers land dance jobs where they work just for one company and can live off of that salary alone. Most dancers work for multiple choreographers and/or companies. Of course, you also need to stay in good physical shape and prioritise going to technique class and the gym.

Interviewer: What skills are required to handle these problems or decisions?

Ross: You have to be extremely organised and vigilant, adaptable and cooperative. Being a fast learner is helpful, so when you have to attend rehearsals for a shorter period of time, you still get the necessary work done. Fortunately, that's not usually a problem for me. Lately, though, I have been working on being more confident about asking for what I need. I'm aware that that can let me down sometimes.

Interviewer: Could you tell us about some of the people you work with, and give us some idea of what working with them's like?

Ross: Most modern dancers are extremely hard-working, down-to-earth, friendly people. Their personalities can range from being quirky, very creative types to extremely meticulous perfectionists who, under other circumstances, you might find in an accounting office. I work with both types and more. My interactions with my fellow dancers are usually filled with laughter and fun. I tend to gravitate towards dancers who are light-hearted and encouraging – though I certainly respect other types too. I watch and learn from dancers who are perfectionists and go-getters. I try to avoid confrontation and work toward open channels of communication between myself and other dancers, so that they feel free to give me feedback about my dancing and vice-versa.

Interviewer: How would you describe your work atmosphere?

Ross: I'm currently working for two main companies. One of these has a very structured and organised rehearsal process. A lot of time is spent on details and precision of the movements, spacing, musical counts, etc. Each rehearsal is carefully planned out with tasks that need to be accomplished that day. The other company has rehearsals where dancers improvise with each other, and by themselves, to generate movement material and stylistic ideas. The rehearsals are freer in their structure. Ideas are tossed out, played with, transformed or discarded. I think both of these working atmospheres, or a combination of both, are typical in the field of dance.

Interviewer: What are your plans for your future?

Ross: Most dancers end up teaching and that's a great career of course. I'd kind of prefer to do something a bit less predictable. I don't think I've necessarily got the skills to run a business of my own or anything like that but I think I might go back to college and do a course in something like film studies. Or perhaps even something in history as that's something I get increasingly interested in as I get older. Who knows what I might end up doing!

Interviewer: Thank you, Ross.

Now you'll hear Part 3 again.

That's the end of Part 3.

Now turn to Part 4.

05 PART 4 back

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about memorable events.

Look at Task One. For questions 21 to 25, choose from the list (A to H) what the event was. Now look at Task Two. For questions 26 to 30, choose from the list (A to H) why the speaker found the event memorable. While you listen, you must complete both tasks.

You now have 45 seconds to look at Part 4.

Speaker one

I've just been to something I'm sure I'll remember all my life. It was one of my favourite bands of all time playing in front of the National Gallery. It was just the perfect setting – a square surrounded by elegant historic buildings. Quite a severe location in some ways but that suited their style. The bit I'll personally always treasure was how taken my son was by it all. Usually he's a bit dismissive of my

tastes in songs but he agreed to let me drag him along and it was clear from his face that he found it spellbinding. I've now agreed to go along to watch a cricket match with him and hope I'll be equally surprised to find it enjoyable.

Speaker two

It was an absolutely extraordinary evening, well worth the long rail journey I'd had to make to get there. The speakers were excellent – managing to be both moving and witty in a way that seemed totally appropriate given the nature of the occasion. A hundred years since the halls that had housed such a major national exhibition had burnt down. But I remember the event also for personal reasons. I bumped into a friend I hadn't seen for a good ten years, a guy I used to play football with before we both headed off to university. I'd thought about him often but hadn't managed to find out where he was living or what he was doing now – despite googling him every now and then.

Speaker three

When you think back over the memorable events in your life I think sometimes it's relatively ordinary ones that can stand out more than the big public occasions. My grandfather becoming eighty, for example, had a surprisingly significant impact on my life. A famous actor who'd been to school with Grandpa gave a very touching speech about the importance of roots and it came to me with total clarity that I really did want to move back to the town where I grew up. I'd been turning the idea over in my mind for quite some time but might never have got round to doing anything about it had it not been for that speech.

Speaker four

I met Fiona when we were both on a train going to the airport last month and we started talking about where we were heading. Fiona told me she was going back to the island where she'd spent many happy holidays as a child – but this time because she had to attend a conference in connection with her work as an architect. I explained that I was off to the city where I'd had the luck as a child to go to the opening ceremony of the winter Olympics. The thing that struck me most then were the fireworks over the snowy mountains. I don't think I've ever seen anything more stunning in the twenty years since.

Speaker five

I was a bit late coming home last night because I'd had to hand in a piece of lost property. I'd found a purse on the floor of the auditorium. You remember I was going to see one of my favourite plays. It was an excellent performance but I think I'll remember the evening most because of that purse. When I looked inside it the credit card had the name of a really famous political figure on it. Do you think they might ask to meet me when they learn their purse has been handed in? They should be very grateful because there was a lot of money in there. And I mean a lot! Enough to buy a new car!

Now you'll hear Part 4 again.

That's the end of Part 4.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.

You have one more minute left.

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 6 Key

Reading Part 1 back

1 C This is the theme of the paragraph summed up in the sentence 'It is merely the shell, … that remains when all that … has passed through and away.' *Distraction* A: although the writer talks about the age of the house, this is not what she is emphasising; B: the house seems to remain unchanged [= impervious] regardless of the social changes it has witnessed. D: although it is clear that people and objects in the house have changed, the focus of the text is rather on how the house itself has not changed.

2 D The repetition of 'cars' in the final sentence makes this clearly the answer. *Distraction* A and B are both mentioned as notable changes but they are not given the emphasis that cars are. Although the passage suggests that family life has changed since the house was built, this is not mentioned as something that would surprise the house's builders.

3 B The text is providing information summarising what can be found on a website and encouraging readers to use its pages ('… information that you'll find on our website …'). *Distraction* A: the text is aiming more to persuade people to use the website – its audience will already have made the choice to use ecological housing; C: although 'sustainable natural ecosystems' and 'sustainable houses' are mentioned, there is no mention of specific sustainable products; D: there is no attempt to justify the writer's opinions about ecological housing.

4 A 'You don't have to wait for someone else to solve environmental problems; you can start to work on those problems yourself – today.' *Distraction* B and C are wrong because, although they may well be true, the text does not mention these specifically; D: although the text raises the question 'How can you get the best return on your investment?', it does not focus on the point that sustainable housing is a 'good' financial investment.

5 C 'In the last 30 years, though, … re-entry as a positive challenge or a chance for growth and self-discovery [= learning opportunity] … a set of problems.' *Distraction* A: the focus is now on seeing the issues as opportunities rather than problems; B: there is nothing to suggest that more recent researchers are increasingly interested in this topic – it has been of interest for some time; it is the attitude to the topic that has changed; D: the aim is to change how people think about what they experience on re-entry rather than to classify those issues. (This was something that one 'early writer' [Asuncion-Lande] did.)

6 D 'Being able to think optimistically … not only helps you feel better … but it can also help you articulate how you are different …' *Distraction* A: it is not suggested that other people lack understanding if the person experiencing re-entry feels 'out of sync' with them; B: the emphasis is more on thinking positively than talking positively; C: there is nothing to suggest that people coming home from living in another country are not already prepared for good and bad experiences.

Reading Part 2 back

7 E 'here' in the first sentence of E relates back to 'deep in a Costa Rican forest' in the first paragraph. The 'he' in both the first paragraph and E is the young jaguar. The phrase at the end of E 'no longer binds him to his home' is reflected in the term used to describe the young jaguar, 'the wanderer', at the beginning of the following paragraph.

8 G The rancher mentioned at the beginning of G refers back to the cattle ranches referred to in the previous paragraph. The rancher in question is clearly the one whose calf has been killed by the jaguar. The revenge that the rancher takes is for killing his calf and the revenge takes the form of hunting down and shooting the jaguar.

9 A 'this situation' mentioned in the first sentence of A refers back to the situation outlined in the previous paragraph where people are steadily destroying the jaguar's natural habitat. Rabinowitz is also introduced in A to be mentioned further in the following paragraph.

10 C 'such a scheme' in C refers to the plan to establish the 'path of the jaguar' outlined in the previous paragraph.

11 F The 'them' in the first sentence of F refers back to 'national governments' in the preceding paragraph and F also develops the idea of 'enlightened land-use planning' introduced in the preceding paragraph.

12 B 'Later he'll tackle South America … challenging' refers back to the description of how he has been dealing with North and Central America in the preceding paragraph. The idea of the jaguar as important in the mythology of the area also links B with the paragraph which follows it.

Reading Part 3 back

13 D 'The problem with airline food is that they … give it all to you on a little tray the size of a mouse mat … it's a bit of an elbows-in affair … you will have to get up and stand in the aisle.' The quote illustrates that airline food is presented in a way that makes it difficult to eat – the word 'elbows-in' suggests that you don't have much room. *Distraction* A: the writer does not actually comment on the taste of the food; B: although 'drizzled with extra words' certainly implies that the writer feels that over-complicated language is used, that is not the main point he is making; C: it is the small size of the tray that is criticised rather than the portions.

14 C '… above all, it's more straightforward to prepare and serve … clearing up will take no time at all.' The phrase 'above all' signals that the writer is probably about to give the 'main argument' referred to in the question. *Distraction* A: although the writer does mention this, it is not his principal argument; B and D are wrong because the writer does not focus specifically on either the nutritional value or the environmental benefits of his suggestion.

15 B '… the reason cooking has become so popular … is because the kitchen is the new workshop. Deprived of the requirement … the modern man turns to the formica worktop instead … .' The phrase 'deprived of' means that men ('blokes' is a colloquial word in British English for 'men') no longer have something they used once to have: the need to use their creative skills through woodwork or metalwork. *Distraction* A: the writer is arguing that men now have fewer opportunities to work with metal or wood and does not comment on whether they find cooking more enjoyable than other hobbies; C and D are wrong because although they may be true in some societies, this is not stated in the text.

16 D 'More to the point, it took hours and hours that could have been better spent on something more constructive …' 'Constructive' here means 'useful' or 'valuable'. *Distraction* A: although the writer says he was 'spurred on by too many visits to over-priced restaurants to try 'something a bit clever' he does not say that he attempted a specific meal he'd eaten in one of those restaurants; B: the writer says that he is 'really not very good [at cooking]'; C: the meal he cooked 'was all a bit brown', which suggests that it did not look very good either.

17 A 'I have therefore revised … and yoked it to a new mantra …: one burner, one utensil, one implement.' A 'mantra' is a word or phrase expressing one's belief. *Distraction* B may be true but it is not a point the writer is making; C: the writer does not make any reference to ingredients; D: we are not told what the name of the forthcoming TV series will be.

18 B 'This is not, in fact, without precedent. I've been … where the blokes baked exotic breads on the tops of hot machines … .' 'Not without precedent' parallels 'previously' in B and the rest of this sentence gives an example of food being prepared by men in an unusual location. *Distraction* A: it is the factory equipment rather than the skills used there that led to the meal; C: the taste of the meal is not what the writer is emphasising (even though he makes a passing comment that the bread produced in the Indian factory tasted better for being made there); D: the writer does not actually say that he took his inspiration from the Indian example. Nor does he comment on the fact that India is well-known for its tasty food (even though this is undoubtedly true).

19 A 'It might also dispel the myth of men's inability to multi-task.' To 'multi-task' means to 'be doing two or more things at the same time', something that women are supposedly better at doing than men. *Distraction* B: the writer suggests that his wife [= her in the main bit of the house] ('her indoors' is a colloquial expression sometimes used by a man to refer to his wife) may not in fact be very keen on his idea; C: the writer does not mention the improvement of his cooking skills; D: spending more time in the garage is not focused on as a benefit (even if it is implied by the writer's suggestion).

Reading Part 4 back

20 D 'an ecology of 150 animal species which are not found in any other location in the world.' *Distraction* Reference to animals is made also in B 'animal footprints', C 'bison and other herd animals', F 'moose, sheep, etc.' and G 'grizzly bears' but none of these other texts claim that the wildlife is different from that found elsewhere.

21 G 'The walk is relatively short, … but has a few challenging sections.' *Distraction* B also refers to a relatively short walk but it is 'considered an easy one'.

22 E '… where a lookout tower has been monitoring volcanic activity since the 1930s.'

23 C 'The Battle of Wounded Knee took place in this region … and is an event remembered to this day.' *Distraction* F is mentioned as having some historical associations in that President Lincoln ruled that the area should be preserved for the public.

24 G 'Before much longer not a trace of these glaciers will be left … So do your best to take advantage of the park's views now while they are still there.'

25 B 'The Park Avenue Hike is considered an easy one by the rangers but visitors are still advised to bring hats, water and supplies.' *Distraction* In F they are advised to be 'prepared to share space' with all sorts of wildlife on their walk but the walk is presented as being a particularly long one rather than an easy one.

26 H 'for a less crowded destination that offers a 360 degree panorama of the features of Yosemite, the Sentinel Dome is a viable alternative.' *Distraction* Views are also mentioned in A and G – and indeed they are implied in all the extracts – but only H makes mention of a less well-known alternative viewpoint.

27 A 'Acadia National Park holds a symbolic place … the first places to experience sunlight every single day in the United States … the ceremony of the Wabanaki honoring the sun.' *Distraction* F also refers to the sun but it is to the lateness of the sunset rather than to the dawn.

28 E '… there is an island called Wizard Island because it has the shape of a wizard's hat.' A wizard is a male character from stories, one who possesses magical powers – his hat is traditionally conical in shape.

29 F 'Hiking through the pass is never a solitary experience … as many animals inhabit the area you will be walking in.'

30 D 'Unfortunately, camping, … is not permitted.'

31 H 'In 1864 President Abraham Lincoln drafted a resolution that Yosemite Valley was to be preserved for the public.' *Distraction* Although an important historic event took place in the park in C, that park cannot be said to owe its existence to any one particular person.

32 B 'These natural sandstone arches and towers make one feel like they were planned to resemble Park Avenue in New York … .'

Distraction Rock formations are also mentioned in C, E and H but none of these are compared to a place in a city.

33 **A** '… you might be lucky enough to witness the ceremony of the Wabanaki honoring the sun … the Native American tribe's efforts to reclaim … their heritage.' The Native Americans are the original inhabitants of the continent as opposed to the people who colonised it from the seventeenth century onwards. 'Heritage' means culture and traditions.

34 **F** 'Since the sun does not set in the area until midnight, you can make considerable progress on a single hike.'

Writing Part 1 back

1 (report)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Hambling Sports Centre Weekend Event

The event that I attended was in general very successful. I was able to try a number of new sports including judo and squash and I particularly appreciated the very helpful advice and information given by the excellent coaches who were there for each of those sports.

I would certainly recommend that Hambling Sports Centre repeat the event in future. It seems to me that a similar event could be particularly interesting for schoolchildren as they would love the opportunities to try so many different sports. The talk on careers in sport could also be very interesting for them.

I would, however, want to suggest some small improvements that could be made for a future event. The idea to have competitions during the weekend was a good one but the table tennis tournament would have been better if it had been more carefully planned in advance. Moreover, the talks were in too large a venue for the speakers to be able to make themselves heard without a microphone. This was disappointing as the topics were all good ones. Perhaps a smaller venue could be used in future? In addition, I would suggest that more time should be allowed for the question and answer session.

Despite these small problems, it was a very useful and enjoyable weekend.

Notes

- *Opening paragraph gives a clear and positive introduction to the report*
- *All the points made on the event's programme are taken up in the report*
- *Examples are given of sports that were tried*
- *Good range of vocabulary and structures used*
- *Words from the question paper are changed – 'expert instructors' become 'excellent coaches', for example*
- *Appropriate register – neither very formal nor very informal*
- *The recommendations for improvements are made in an appropriate tone – they do not sound rude*
- *No language errors*
- *Correct length*

Writing Part 2 back

(letter of application)

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Dear Sir or Madam,

I saw your advertisement for people to work on environmental projects in a magazine and would very much like to take part in one of your projects.

The work appeals to me because I think it is of vital importance that we should do all we can to make the environment we live in a healthier and more beautiful place. I believe this can have a huge impact on society. If people live somewhere that looks both tidy and attractive then they will feel better about their lives. They will find pleasure in going about their daily routines and may be inspired to be more creative and energetic in their own work.

Creating interesting play areas for children is, in my opinion, also of particular importance. It will encourage children to spend more time playing outside rather than sitting indoors in front of a TV or computer screen and that can only be good for the future health of the nation.

I believe that I should personally be able to contribute most to a gardening project either in a city park or in the countryside. I have always loved working with plants and, while I was a student, I had a series of summer jobs working in the university grounds, helping to keep the lawns and flower beds tidy. However, I should be more than willing to become involved in any project where it was felt I could be useful.

I would be more than willing to supply any further information or to attend an interview as required.

Yours faithfully,

Notes

- *Appropriate opening and closing for a letter of application*
- *Opening paragraph gives a clear statement of the reason for the letter*
- *The instructions are clearly followed*
- *Clearly defined paragraphs*
- *Good range of vocabulary and structures used*
- *Variety of sentence lengths used*
- *Appropriate register – suitably formal*
- *No language errors*
- *Correct length*

3

Style

Any – as long as it is consistent as contributions to websites can be written in any style.

Your contribution to the website should use language that makes your points clearly and in an interesting way. Readers will only continue reading a web page if they find it engaging.

Content

Your contribution should focus on the attractions of blogs. It should explain (a) why writers choose to write them and (b) why readers like them. It should also describe one particular blog, making it clear why you enjoy reading it. You may use this specific blog throughout your contribution or deal with it in a separate paragraph, as you prefer.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title and sub-headings.

4

Style

Neutral or semi-formal

Your competition entry should use language that makes your points clearly but in an interesting way; your aim is to arouse the interest of the judges so that they consider giving you the prize.

Content

Your competition entry should (a) explain why you chose your particular course of study, (b) comment on whether it has turned out to be as you expected or not and (c) explain how you plan to make use of your studies in the future. It does not matter whether you say that your course of studies was what you expected or not. It also does not matter if you claim that you will not make use of your studies in the future. However, you must give clear reasons for your opinions.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title.

5(a)

Style

Neutral or semi-formal

Your report should use language that makes your points clearly and succinctly.

Content

Your report should focus on the plot of the book. It should (a) explain whether you found the plot original, (b) whether you felt it was interesting and (c) whether you think the plot would appeal to one particular age group or not. It does not matter whether you found the plot interesting or original or not and you may or may not feel that it is more suitable for one age group than another but you must give clear reasons for all your opinions.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title and sub-headings.

5(b)

Style

Neutral or semi-formal

Your proposal should use language that makes your points clearly and succinctly.

Content

Your proposal should focus on one scene that is suitable for dramatisation. It should (a) explain why this is an appropriate scene and (b) comment on how it could be made into an appropriate dramatic piece for a college concert. You should give clear reasons for your opinions.

Organisation

Write in clearly defined paragraphs.

Perhaps include a title and sub-headings.

Use of English Part 1 back

1 **D** None of the other options are commonly used as adjectives.

2 **C** This is what your fingers actually touch when you're typing and so it is the appropriate word to choose here.

3 **B** 'hold' is the only one of these verbs which collocates with 'competition'.

4 **B** None of the other options collocates with 'ambition'.

5 **A** *Distraction* All the options fit the sentence grammatically but the context makes it clear that the writer is referring to what people expect to happen this year, rather than to something that is supposed to happen or something that is considered to be or is thought to have happened.

6 **C** *Distraction* The rest of the sentence makes it clear that A and D do not make sense logically while the grammar of the sentence means that B does not fit.

7 **A** This is a colloquial phrasal verb meaning 'produced quickly'. *Distraction* The other options form colloquial phrasal verbs too but with meanings that do not fit the context – 'kick out' means 'expel', 'splash out' means 'spend a lot of money' and 'pull out' means 'withdraw'.

8 **C** In this context 'run' means 'manage'.

9 **D** 'rough' collocates with 'draft' and means a simple draft, without much detail. *Distraction* 'crude' suggests 'vulgar' and thus has negative associations that do not fit the context; 'plain' is the opposite of 'elaborate', which might fit in terms of meaning, but it does not collocate with 'draft'; 'odd' suggests 'eccentric' or 'peculiar' and so does not fit in terms of meaning; it also does not collocate with 'draft'.

10 **A** 'go on' means 'continue' and so fits in terms of meaning here as it is talking about people going on with their work on their novels. *Distraction* B would require an object – 'the book helped to bring on', for example 'the revolution', meaning it 'helped to start it'; 'lead on' is usually followed by 'to' – 'her novel led on to a number of offers of work'; 'catch on' can mean, for example, 'succeed' and is usually used about a fashion or trend, e.g. 'no one expected such an unflattering style to catch on'.

11 **C** *Distraction* A and D would both have to be followed by 'for'. Also the other three options all suggest going after something else, which is not the case here; Faulks is talking about working as quickly as possible to achieve his goal rather than pursuing something, a prize, for example, or hunting or searching for something that is lost or hidden.

12 **B** *Distraction* 'uneven' does not collocate with A or C; D does not fit because the meaning here is 'characteristic' – i.e. 'quality' – rather than how much something is worth.

Use of English Part 2 back

13 **me:** The meaning here is 'makes me lose my orientation'.

14 **it:** 'make it' means 'arrive' and suggests that the journey was difficult in some way.

15 **before:** We also often say 'in front of my eyes' with the same meaning; 'under' is not used in this phrase.

16 **been:** *Distraction* 'become' is not possible because the text is not talking about a change of state.

17 **past/last:** These words can both be used to mean 'recent'.

18 **can/may:** The idea here is one of possibility so 'must' would be too strong.

19 **these:** 'these days' means 'nowadays' or 'now'. *Distraction* 'those' is not possible as the sentence is clearly referring to the present rather than the past.

20 **as:** This completes the comparing phrase 'not so much something as something else'.

21 **in:** This is the preposition used after nouns relating to growth such as 'rise', 'fall', 'increase', 'decrease' and 'growth'.

22 **round/through:** This emphasises that something will happen throughout the entire year.

23 **one:** *Distraction* 'another' is not possible because this is the first of Gehry's projects that has been mentioned in the text.

24 **across/over/beyond:** All of these prepositions can be used to give the idea of 'the other side of'. *Distraction* 'before' is not possible here because the context makes it clear that the speaker is not referring to something on the Canadian side of the border.

25 **be:** The meaning of the sentence is that it seems as if the cities are stagnating.

26 **for:** English talks about 'having an appetite – or a thirst – for something' meaning to 'be eager for something'.

27 **not:** 'last but not least' is a fixed expression; 'certainly' has been added for extra emphasis.

Use of English Part 3 back

28 **apparent:** Not 'apparently', 'become' – like 'be' or 'seem', for example – is followed by an adjective rather than an adverb.

29 **expertise:** An 'expert' is a person; 'expertise' is the abstract noun meaning 'possessing a high level of knowledge or skill'.

30 **detection:** A 'detective' is the person and 'detection' is the abstract noun.

31 **theoretical:** The adjective is required here.

32 **humanities:** This word is often used with 'arts' to refer to academic subjects that focus on people and ideas rather than sciences – history, literature, languages and politics could be classed as arts or humanities, for example.

33 **qualifications:** The plural is necessary here as the reference is to a number of qualifications rather than one specific one.

34 **dissimilar:** 'similar' is not possible here as the similarities between courses is being emphasised and 'not dissimilar to' means 'similar to'.

35 **setting:** This noun means position of a house or set of buildings and it is also often used to talk about the location where a film or novel takes place.

36 **evocative:** Note the change of 'k' to 'c' when the suffix is added; this adjective means 'making people remember' or 'imagine something pleasant'.

37 **applicants:** The plural is necessary here and the noun which refers to people is required rather than 'applications'.

Use of English Part 4 back

38 **sharp:** 'sudden' could fit in the first sentence, 'exactly' in the second and 'good' in the third but 'sharp' fits in all three.

39 **strong:** 'slight', for example, could also complete the first sentence, 'well' the second and 'good' the third, but only 'strong' can fit in all three sentences.

40 **fine:** 'thick' could fit the first sentence, 'suitable' the second and 'sunny' the third, but 'fine' fits in all three.

41 **charge:** 'fine' could fit in the first sentence, 'attack' in the second and 'bring' in the third but 'charge' fits all three.

42 **hold:** 'support' can fit the first sentence, 'have' the second and 'consider' the third but 'hold' fits all three sentences.

Use of English Part 5 back

43 **a lot of satisfaction | from playing:** 'from' is necessary to complete the sentence.

44 **breaking his promise | to keep:** The opposite of 'keep one's word/promise' is 'break one's word/promise'.

45 **as soon as | she wakes (up):** 'as soon as' with the same meaning as 'once' and 'immediately' to introduce a time clause.

46 **to get used | to driving:** 'be used to' is not possible as the sentence implies a change of state. The 'to' must be followed by an '-ing' form of the verb rather than an infinitive.

47 **far as | I can tell:** 'as far as … can tell' is a fixed expression.

48 **is/was the reason | (why) many families:** The noun 'reason' is usually followed by 'for' + a noun or 'why' + a clause.

49 **had no idea | what Tessie was:** 'hadn't any idea what Tessie was like' is not possible because it is too many words.

50 **would they | make up their minds:** 'they would' is not possible because the introductory words at the beginning of the sentence mean that the following subject and verb need to be inverted.

| shows where the answer is split into two parts for marking purposes.

Listening Part 1 back

1 **A** *Distraction* B: 'horrified' is too strong a word to describe the woman's reaction – she is doubtful rather than shocked by his suggestion; C: 'excited' suggests a more positive reaction than hers actually is.

2 **C** *Distraction* A: the woman rejects her husband's suggestion that they eat out at a restaurant; B: it is their children rather than them who are going to listen to a band.

3 **C** *Distraction* A: social problems were only to a slight extent and indirectly a concern of the poll – it was asking about people's attitudes to a new shopping centre; B: TV programmes are mentioned as the topic of a previous poll that the man answered questions on.

4 **B** *Distraction* A: the woman does not comment on the appropriateness of the questions, just that the interviewer did not seem interested in her answers; C: the woman says she is now going to spend even more time on the problem by writing a letter to the local paper.

5 **A** *Distraction* B: the man has already decided on his website idea; C: neither of them mention the woman preparing content for the website and she even says that she doesn't know much about the subject.

6 **B** 'playing up' is an informal phrasal verb which is often used about technical equipment, legs, feet or children and means 'causing problems'. *Distraction* A: the man actually says 'it's not too urgent'; C: although she does not yet have all the information – she asks the man to email her the url [= web address] – there is no suggestion that this is a problem.

Listening Part 2 back

7 **grandfather:** *Distraction* 'husband', 'uncle' and 'cousins' are also all mentioned but there is no mention of any of these living there as children.

8 **rugby matches/games**

9 **Rainbow Tours:** *Distraction* A company called 'Safari Tours' is also mentioned but this was not the one they ended up using.

10 **(clear) light:** *Distraction* The speaker mentions it being warm too but that did not strike her particularly as it was expected.

11 **cheetahs:** *Distraction* Many animals are mentioned so you must listen for the one which the speaker personally most enjoyed at the safari park.

12 **crocodile farm**

13 **April:** *Distraction* The speaker mentions January too but says that it was rather too hot then.

14 **exhausted:** *Distraction* The speaker mentions feeling 'relaxed' but that was during her trip rather than after it.

Listening Part 3 back

15 **B** Her mother 'picked up on' [= noticed] her natural interest in fashion magazines. *Distraction* A: the speaker says that both her parents are artists rather than in the fashion industry; C: the speaker says her interest in clothes is something she 'gradually realised' rather than something she had always taken an interest in; D: we do not know that she had a sewing teacher at school, only that she altered clothes while she was there – her mother had already taught her to sew.

16 **A** 'completely fell in love with' suggests a passion. *Distraction* B: although the speaker talks about making fabrics and then making clothes out of them, she does not talk about doing this on a commercial basis; C: the speaker does not specifically say that the teacher of the textiles class she went to by chance was inspiring, although she may well have been. D: the speaker makes it clear that she did not lose her original enthusiasm for jewellery and may indeed return to it someday.

17 D *Distraction* A: the speaker makes a general comment about practical experience coming in useful but does not specifically relate it to her own business; B: she says practical experience is 'at least as' important as a college diploma, rather than 'more' important; C: the speaker does not go so far as to say that this kind of experience should be a compulsory part of any college course.

18 C *Distraction* A: the speaker talks about drawing attention to herself through fashion, which is not the same as wishing to look attractive; B: she says that people are interested in her fondness for the colour turquoise; D: although the speaker talks about her love for the colour turquoise, that is not the reason why she was attracted to fashion.

19 D *Distraction* A: the speaker focuses on the artistic aspect of fashion as well as its functionality. Also the functionality of fashion is only one part of the speaker's philosophy of fashion; B: the writer says fashion is a good way of bringing art into our everyday lives rather than it being a matter of expressing different moods; C: the speaker emphasises how fashion is valuable because it makes people feel better, rather than look better.

20 C *Distraction* A: the speaker makes it clear that not everything she produces is hand-made; B: the speaker emphasises that you have to compromise on your principles to some extent in order to be able to carry on doing what you want to do in the fashion business; D: the speaker makes it clear that she is surviving rather than making a fortune.

Listening Part 4 back

TASK ONE

21 B *Distraction* Although the speaker mentions 'school' a couple of times, if you listen carefully you will realise that they met through someone else rather than at school.

22 E *Distraction* The speaker talks about sport being important to her friend but makes it clear that that is not how they met.

23 D *Distraction* The speaker did a weekend job with his friend (so this is a very strong distraction) but if you continue listening you discover that they actually met at a birthday do [= party].

24 C *Distraction* The speaker here does mention a party but this is a future event rather than when she met her friend.

25 H The friends went on a long railway journey.

TASK TWO

26 G To 'see the silver lining' of everything is an idiom meaning to 'see the good side' of everything – it refers to the proverb: 'Every cloud has a silver lining'.

27 E Their shared plan is to emigrate or go and live in Canada.

28 H The difficult experience was the hard time they had doing their weekend job.

29 B *Distraction* The speaker refers to a shared hobby but the hobby is shared by the friend with the person the speaker is talking to rather than with the speaker herself.

30 F *Distraction* The speaker refers to someone having a sense of humour but that is a different friend rather than the person he is focusing on.

Test 6 Transcript

CD 3 06 back

This is Advanced Trainer *Listening Test Six.*

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you will hear this sound: [tone]

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

PART 1

You'll hear three different extracts. For questions 1 to 6, choose the answer (A, B or C), which fits best according to what you hear. There are two questions for each extract.

Extract one

You hear a husband and wife discussing their plans for the weekend.

Now look at questions 1 and 2.

Woman: I'd like to do something different this weekend. I feel as if I'm stuck in a rut. I need a break, a bit of a challenge.

Man: Well, here's a suggestion for you. I was planning to take my bike down to the south coast to see a veteran car race. Why don't you come with me?

Woman: On your motorbike? I've never been a passenger on a motorbike in my life. And I haven't got a helmet or anything.

Man: That's OK. I've got a spare one and some leathers you could borrow. It'd be fun!

Woman: Well, I did say I wanted something challenging, I suppose. Let's go for it. Then when we get back, I'll make something special for dinner. I've got a great new Thai recipe.

Man: Oh, I think you'll be tired. Why don't we just eat out?

Woman: No, it'll be fine! The kids are going out to a gig – their friend's band is playing at the College Club this weekend – so we can just flake out in front of the telly with a takeaway if we're really that worn out.

Man: Sounds good to me.

Extract two

You hear two people discussing an opinion poll.

Now look at questions 3 and 4.

Woman: I got stopped in the street and asked some questions by some man doing an opinion poll today.

Man: Did you? Was it about what you watched on TV last night? I got asked about that by someone in the street a few days ago.

Woman: Actually he wanted to know what I felt about the new shopping centre they're thinking about building near the railway station, whether I felt it would solve some of the town's problems or actually just cause more.

Man: Well, you've certainly got strong opinions about that! You're always telling me what a rubbish idea you think it is.

Woman: True! And I told him what I thought. But I don't think he really had any interest in what I had to say. I got the feeling the authorities just want to be able to tick a few boxes saying that consultation with residents has taken place. I don't think he wrote down my answers to any of his questions. But at least it served the useful purpose of firing me up about it again. I'm going to sit down and write a letter to the local paper now.

Extract three

You hear two people talking about a website.

Now look at questions 5 and 6.

Man: Hi, Mel. I'm glad I bumped into you. I've been wanting to ask you a favour.

Woman: Right?

Man: As you know I've been working on this website idea of mine. It's a portal for people interested in this part of the country with lots of pages relating to its history, landscape, wildlife, local businesses, er, study opportunities here, all that sort of thing.

Woman: Sounds interesting but I'm not sure how I can help. I'm pretty new to the area and don't know much about it!

Man: Well, you do know a lot about websites. I wondered if you could take a look at what's online already and tell me how user-friendly it is, that sort of thing. My idea is that it should be totally straightforward to navigate.

Woman: Sounds interesting certainly. But when do you want it done for? I'm pretty busy at the moment.

Man: It's not too urgent, in fact.

Woman: OK, then. Email me the url and I'll do what I can. My laptop's been playing up a bit recently but hopefully it won't let me down.

Man: Mm, thanks.

That's the end of Part 1.

Now turn to Part 2.

CD 3 07 PART 2 back

You'll hear a woman called Harriet O'Neill talking about a holiday tour of South Africa. For questions 7 to 14, complete the sentences. You now have 45 seconds to look at Part 2.

Harriet: I was really lucky last year to have the opportunity to visit South Africa. It was absolutely the holiday of a lifetime. I went with my husband. He has some relatives who emigrated there recently – an uncle and some cousins – so we spent a bit of time with them, which was good. Oddly enough my grandfather was actually born in Johannesburg, but he'd left before he was ten years old. Still, that's always made me feel I have a connection with the country and I've always wanted to go there.

The main impetus for our visit, however, was that our son's mad on sport and his school had organised a tour, so the boys in the first and second teams could play some rugby matches there. Quite a few of us parents decided to go out there at the same time to watch them play – which was quite scary as the South African boys all seemed so much bigger than ours! But anyway they all survived with no broken bones and we managed to have a really exciting holiday too!

Although we were following the same route as the school tour, we travelled independently. The school used a travel agent called 'Rainbow Tours' and they were able to make arrangements for us too. We considered organising our trip through another company called Safari Holidays but didn't use them in the end, though they also had some very good deals.

It was an amazing country. As soon as I got off the plane after our overnight flight I was impressed by the light there. It was just so clear, quite different from what we have here. It was beautifully warm too, of course, but we'd been expecting that.

One of the best things we did was spend a weekend at a safari park. That was just brilliant – it was such a privilege to see so many beautiful animals in their natural habitat, black and white rhinos, giraffes, elephants, aardvark. I loved seeing lions sleeping in the bush. Best of all for me were the cheetahs, which we saw when we went on a night drive. My husband's favourites were the hippos.

We saw interesting animals elsewhere as well as at the safari park. We hired a car to get around and we caught sight of lots of zebras and ostriches as we were driving along the east coast. One day we broke our journey at a crocodile farm and learnt so much about them.

We went in January and it was a little hot for comfort at times. I'm told the best time to go is April. It's cooler then – at night particularly – and so you've got more energy for sightseeing. It's still plenty warm enough to lie on the beach in the daytime if that's your thing.

We felt so relaxed during the trip I was taken aback when we got home to discover how exhausted I was – I suppose we'd just done so much over a short time. Anyway we soon recovered and I hope we'll visit again someday.

Now you'll hear Part 2 again.

That's the end of Part 2.

Now turn to Part 3.

CD 3 08 PART 3 back

You'll hear a website interview with a fashion designer called Sam Tait. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 1 minute to look at Part 3.

Interviewer: How did you get into fashion design?

Sam: Both my parents are artists. My mom's a photographer and my dad's a leathersmith. My mom picked up on my interest in looking at pictures in her fashion magazines and actually taught me to sew when I was pretty young. I would even do clothing designs on paper without realising what I was doing. In high school, I started making my own clothes – mostly altering or adding on to other things because I never liked anything the way it was when I bought it. I also made a lot of jewellery –turquoise was the stone of choice.

Interviewer: What did you study at college?

Sam: I started out as a jewellery major. After randomly ending up in a textile class focusing on surface design, I realised that I could make my own fabrics and then make clothing out of them. I completely fell in love with all aspects of textile design and had to sort of give up the jewellery thing, even though I still loved it. Maybe I'll go back to that one day. I ended up as both a fashion design and fibres major.

Interviewer: As part of your course, did you have to do any kind of apprenticeship with an established designer? How was that?

Sam: The last two and a half years of school, I worked for a small business that makes hand-painted silk clothing, bags and accessories. The owner was actually one of my teachers ... there were four of us altogether – I was really lucky she chose me as one of them – and we hand-painted all the fabric, then shipped it off to be sewn in California. It's good to get this experience – you need it at least as much as you need a college diploma if you're going to succeed as a designer.

Interviewer: So what do you think really inspired you to get into fashion design?

Sam: It was something that started when I was really young. One theory I have is that I've always been a rather timid person – extremely so in fact. I gradually realised that clothing was something that drew attention to me and made people talk to me so I wouldn't have to start conversations. This helped me a lot. I think that's also where my thing for turquoise comes in; it's such a unique colour and in my experience, people are really interested in it, they're sort of drawn to it.

Interviewer: Can you tell us about your philosophy as far as fashion is concerned?

Sam: Fashion design is of course functional. Not that all art isn't functional in some way, but it's something you can actually touch

and feel and interact with. In a way, it's sort of like music – it's a part of our daily life, and so should be something we really love. I mean, we can kind of be creative through the way we dress or decorate our own bodies. And then you get all this immediate feedback and reactions out of people you meet and their thoughts on what you're doing. Above all, I just really believe that the right clothing and colour can make you feel better about yourself and can give you more confidence. I think many people dress in a very boring manner in this country – sometimes even ugly – and I just don't get it. We like to be surrounded by beautiful things so why wouldn't we want our clothing to be beautiful as well?

Interviewer: How do you now feel about fashion as a business?

Sam: I started making clothing because I had to; I had to satisfy a creative need that I couldn't in any other way. It's not always that easy though. I think it is important for young artists and designers to know this: everyone gets so much criticism these days for 'selling out' or abandoning their principles, but sometimes you have to do certain things, compromise, in order to keep doing the thing that makes you happy. I started making clothing to sell because I needed money, not because that was my goal. I started with the idea that everything would be hand-made and one-of-a-kind, I wanted to do costume and custom orders only. I would love that, but right now it's just not possible for me. I have to start producing more of one thing because that's the only way I can survive and occupy my time in the way I want to.

Now you'll hear Part 3 again.

That's the end of Part 3.

Now turn to Part 4.

09 PART 4 back

Part 4 consists of two tasks.

You'll hear five short extracts in which people are talking about friendships.

Look at Task 1. For questions 21 to 25, choose from the list (A to H) where the speaker first met their friend. Now look at Task 2. For questions 26 to 30, choose from the list (A to H) why the speaker values this friend. While you listen, you must complete both tasks.

You now have 45 seconds to look at Part 4.

Speaker one

Jack and I've had some of our most formative experiences together. After leaving school we spent a month travelling round Europe by train, one of the most exhilarating times of my life ever. It was particularly good because I was with Jack who always sees the silver lining in anything. So even when we missed our connection and had to spend the night on a cold dark station, we somehow still managed to have a good time, talking about life, the universe and everything. If it hadn't been for my cousin, we might never have met though. They went to school together and we got to know each other when I was staying with her once.

Speaker two

Why do I feel so close to Karen? On first impressions I think most people find us rather unlikely friends. She's into loads of different kinds of sport and I'm not at all! We've totally different tastes in music and our jobs are completely different – she's a nurse and I'm a computer programmer. But somehow we've always got on ever since the day we got to know each other on a beach in Spain, where both our families were spending the same fortnight – and our friendship has somehow been cemented by the fact that we share the dream of emigrating to Canada. We spend lots of time discussing how best to do this and things are beginning to fall into place now.

Speaker three

Paul is without doubt my best friend. I've got other friends who I've known for far longer, a couple since primary school even, but I still feel that Paul and I are far more on the same wavelength. Maybe because we both had the same terrible Saturday job. It was really hard work delivering leaflets. We had these heavy bags to carry and it always seemed to be cold and wet and the pay was dreadful. Anyway that's probably what bonded us. We knew each other a bit before that – we'd met at a mutual friend's birthday do – but I wouldn't say we were close at first. Now we spend most of our weekends together and I'd never make any big decisions without discussing them with Paul first.

Speaker four

I'm glad you're going to meet Suzie at my party this Friday. I'm sure you'll find you've got lots in common – you're both keen horse riders for a start. That's not something I share with her of course. But she and I have shared all our hopes and worries ever since we first made friends watching our brothers play for their school's football team. That would have been when we were about twelve or thirteen years old, I guess. She never complains when I'm moaning about how much work I've got to do and she's always the first person I'd turn to when I need sensible advice over some problem or another.

Speaker five

You ask me who my best friend is. Once upon a time, not so long ago, I'd have said that Tom was. He's got such a wicked sense of humour and is brilliant company. But recent events have shown him not to be such a loyal friend as I'd imagined. He passed on a secret I'd shared with him and I felt a bit let down. Anyway now I think I'd say it's Ben. We got talking when we were on a long railway journey a couple of years ago and have kept in touch. We don't meet all that often but it's always good when we do. I particularly appreciate the way he always tells me exactly what he thinks. Not many people do that.

Now you'll hear Part 4 again.

That's the end of Part 4.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.

You have one more minute left.

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Sample answer sheet: Paper 1

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ESOL Examinations

S A M P L E

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination Details

Centre

Supervisor:
If this candidate is ABSENT or has WITHDRAWN shade here

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Mark ONE letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:



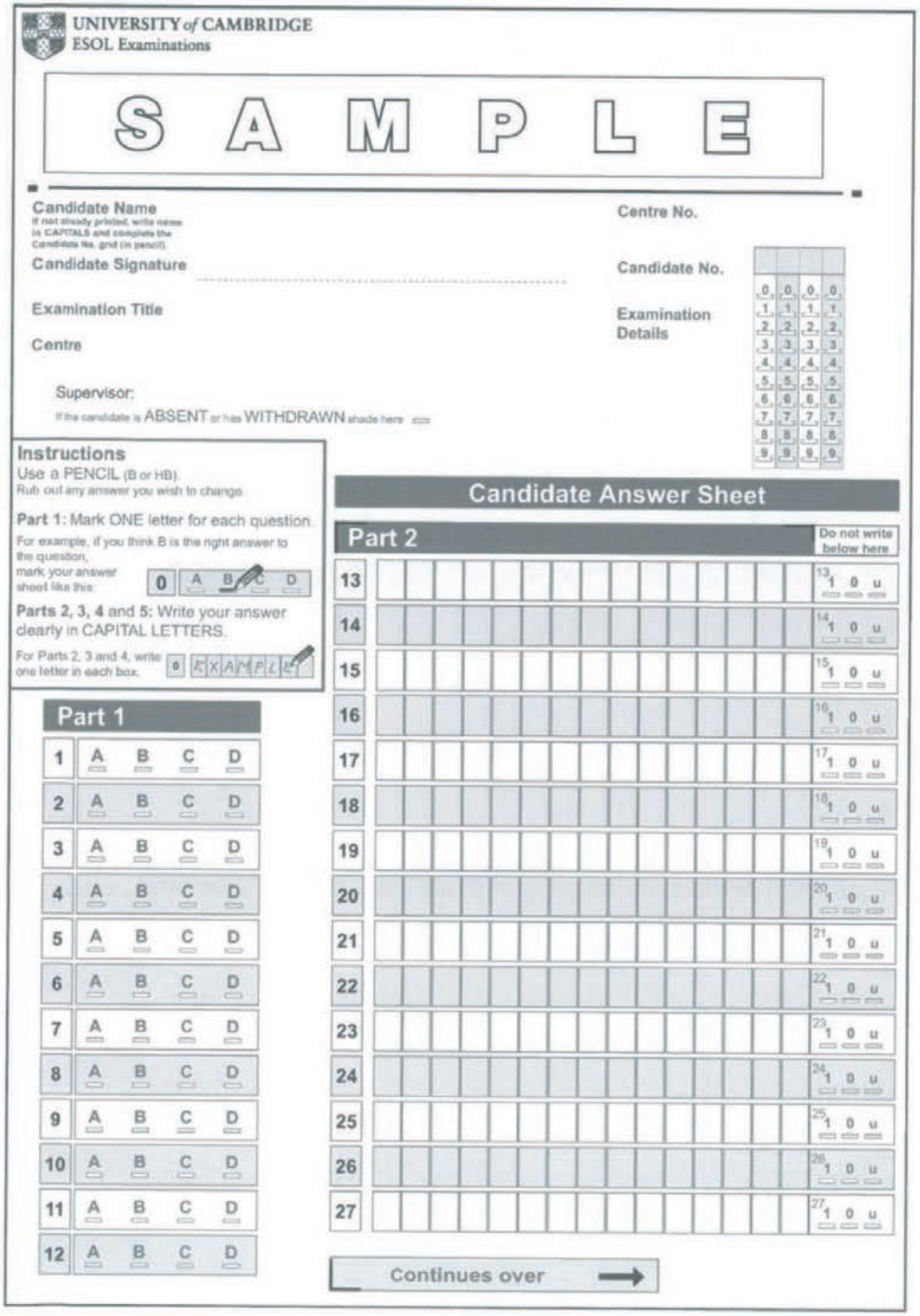
Rub out any answer you wish to change using an eraser.

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H
11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H
31	A	B	C	D	E	F	G	H
32	A	B	C	D	E	F	G	H
33	A	B	C	D	E	F	G	H
34	A	B	C	D	E	F	G	H
35	A	B	C	D	E	F	G	H
36	A	B	C	D	E	F	G	H
37	A	B	C	D	E	F	G	H
38	A	B	C	D	E	F	G	H
39	A	B	C	D	E	F	G	H
40	A	B	C	D	E	F	G	H

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Sample answer sheet: Paper 3



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SAMPLE

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature .....

Examination Title

Centre

Centre No.

Candidate No.

Examination Details

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here

Instructions
Use a PENCIL (B or HB).
Rub out any answer you wish to change.

Part 1: Mark ONE letter for each question.
For example, if you think B is the right answer to the question, mark your answer sheet like this: 0 A B C D

Parts 2, 3, 4 and 5: Write your answer clearly in CAPITAL LETTERS.
For Parts 2, 3 and 4, write one letter in each box. 0 E X A M P L E

Candidate Answer Sheet

Part 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D

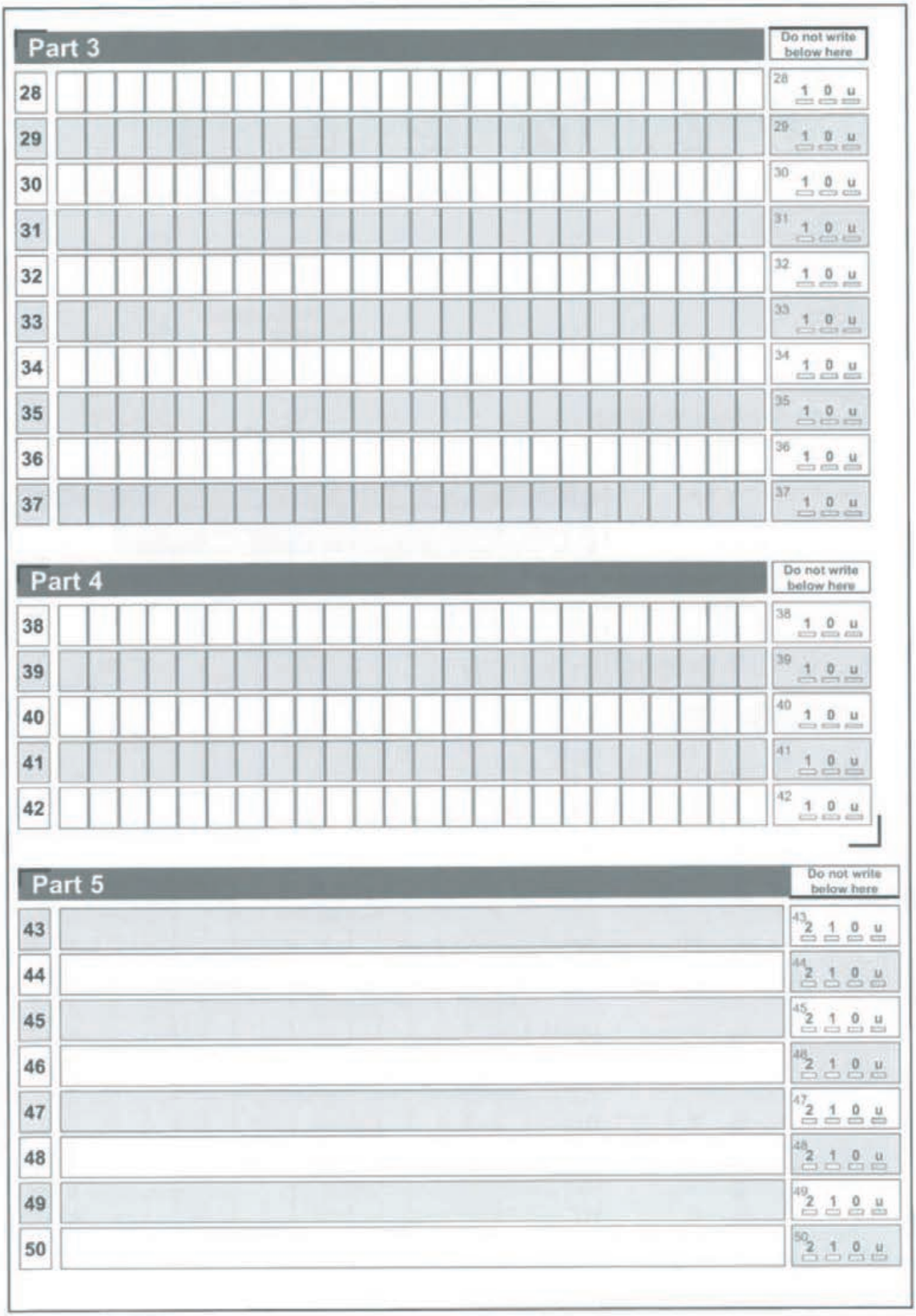
Part 2 Do not write below here

13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

Continues over

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Sample answer sheet: Paper 3



Part 3

Do not write below here

28 29 30 31 32 33 34 35 36 37

28 29 30 31 32 33 34 35 36 37 — 1 0 u

Part 4

Do not write below here

38 39 40 41 42

38 39 40 41 42 — 1 0 u

Part 5

Do not write below here

43 44 45 46 47 48 49 50

43 44 45 46 47 48 49 50 — 2 1 0 u

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Sample answer sheet: Paper 4

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S A M P L E

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Centre No.

Candidate Signature .....

Candidate No.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Title

Examination Details

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ▭

Test version: A B C D E F J K L M N

Special arrangements: S H

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you wish to change using an eraser.

Parts 1, 3 and 4:
Mark ONE letter for each question.

For example, if you think **B** is the right answer to the question, mark your answer sheet like this:



Part 2:
Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

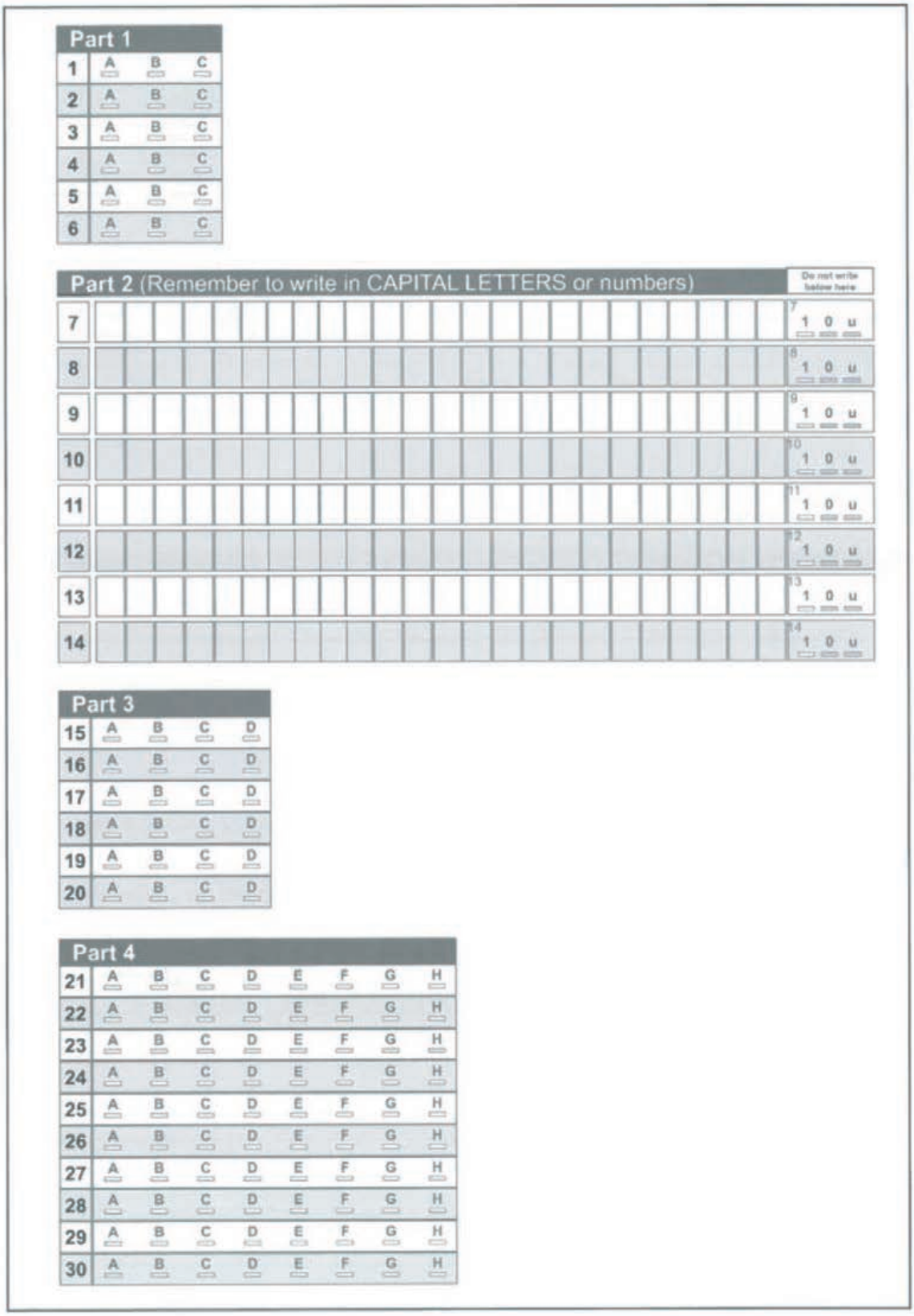
For example:



Turn this sheet over to start.

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Sample answer sheet: Paper 4



Part 1

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C

Part 2 (Remember to write in CAPITAL LETTERS or numbers)

Do not write below here

7	7 1 0 u	
8	8 1 0 u	
9	9 1 0 u	
10	10 1 0 u	
11	11 1 0 u	
12	12 1 0 u	
13	13 1 0 u	
14	14 1 0 u	

Part 3

15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Part 4

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H

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Test 1 Training Speaking Part 2

Useful language: hypothesising

Exercise 1

- How do you think the people in this picture are feeling?



Exercise 2

- What do you think the couple are talking about?

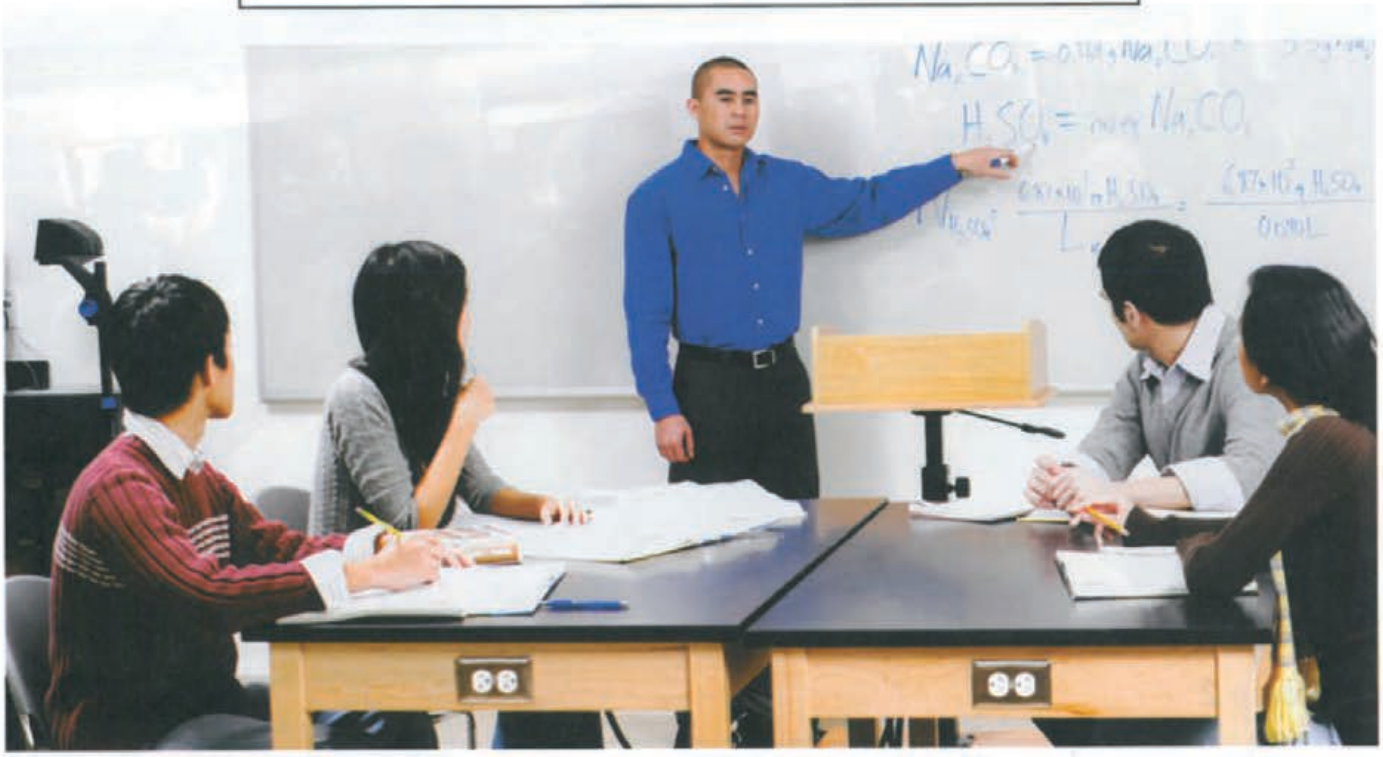


Test 1 Training Speaking Part 2

Useful language: comparing and contrasting

Exercise 2

- Which different aspects of school life do the pictures show?
- How might the people be feeling in each picture?





Test 1 Exam practice Speaking Part 2

Candidate A

- Why are the people doing these things?
- How might the people be feeling?







Test 1 Exam practice Speaking Part 2

Candidate B

- What do you imagine the nature of the relationship between these people to be?
- How might their relationship change in the future?







Test 1 Exam practice Speaking Parts 3 and 4

- What are the advantages and disadvantages of each of these means of transport for holiday travel?
- Which of these types of transport will be most popular for holiday travel in the future?















Test 2 Training Speaking Part 2

- What had to happen before this ceremony could take place?
- How will this ceremony change the lives of the people involved?







Test 2 Exam practice Speaking Part 2

Candidate A

- Why might the people be using the horses in these situations?
- How do you think the people are feeling?







Test 2 Exam practice — Speaking Part 2

Candidate B

- Why do you think the adults decided to spend time with the children in these situations?
- How do you think the children and the adults are feeling?



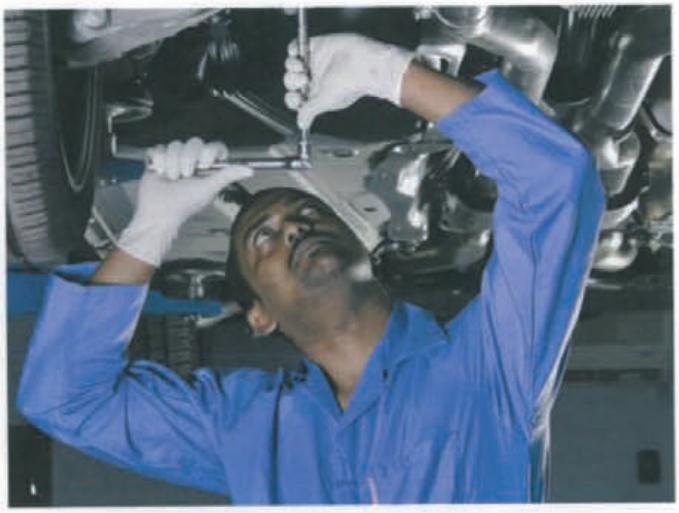




Test 2 Training Speaking Parts 3 and 4

- In what ways do each of these people contribute to society?
- Which two of these jobs would be most stressful?













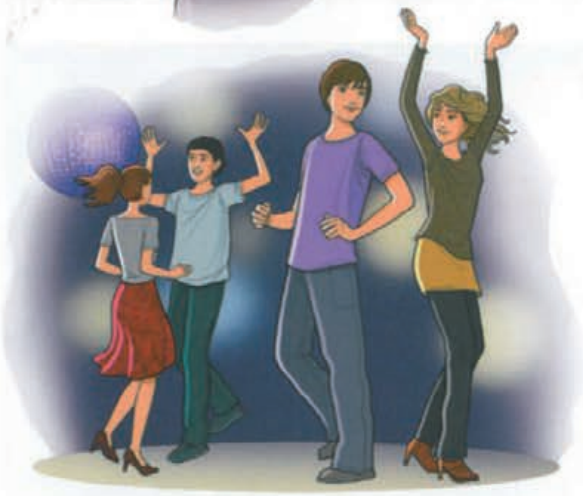
Test 2 Exam practice Speaking Parts 3 and 4

- How have each of these aspects of life changed?
- Have these aspects of life changed for the better or the worse?















Test 3 Speaking Part 2

Candidate A

- Why might the person need advice?
- What advice might the other person be giving?







Test 3 Speaking Part 2

Candidate B

- Why might the people feel they need to apologise?
- What might have led to this situation?

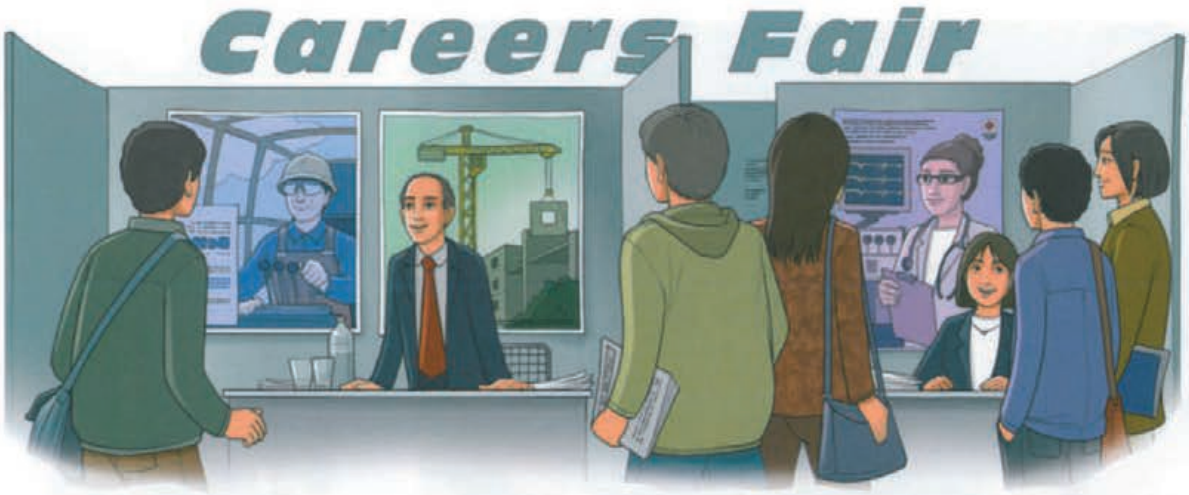






Test 3 Speaking Parts 3 and 4

- Why might these people need to be making these decisions?
- What might the people be taking into consideration as they make these decisions?








BABY NAMES

Test 4 Speaking Part 2

Candidate A

- Why might the people have chosen to relax in these situations?
- Why might it help them to relax in this way?







Test 4 Speaking Part 2

Candidate B

- What problems do these people have?
- What might they be able to do to solve these problems?



Test 4 Speaking Parts 3 and 4

- What is the appeal of each of these jobs?
- Which of these jobs deserves the highest payment?













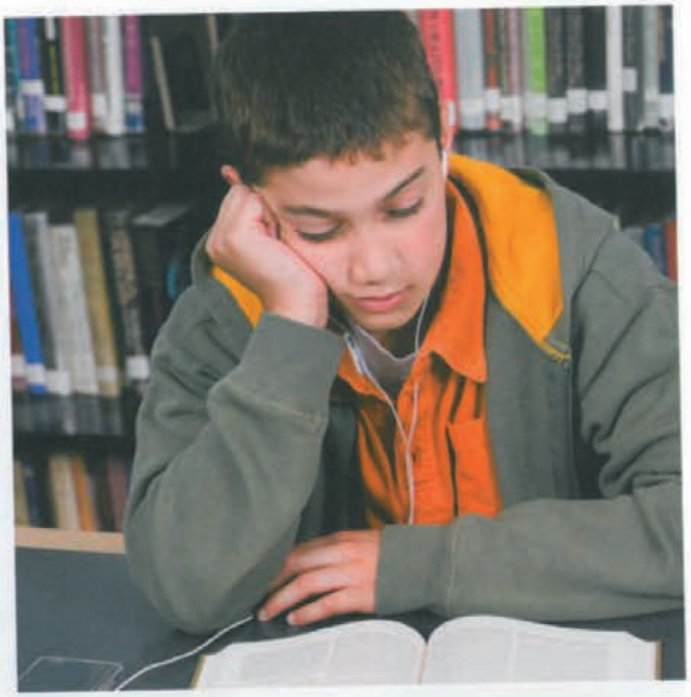


Test 5 Speaking Part 2

Candidate A

- What kind of music do you think the people have chosen?
- How do you think they find music helps them in these situations?







Test 5 Speaking Part 2

Candidate B

- Why do you think these people have chosen to eat together?
- What might they be talking about?







Test 5 Speaking Parts 3 and 4

- Which is the best way to keep in touch with friends?
- Will social networking sites on the Internet eventually take over all other ways of keeping in touch with friends?















Test 6 Speaking Part 2

Candidate A

- Why might the people be learning these things?
- How might they be feeling about the experience?







Test 6 Speaking Part 2

Candidate B

- Why might the people have decided to do these activities?
- What might their families think about their doing these activities?







Test 6 Speaking Parts 3 and 4

- What advantage or disadvantage of city life does each picture suggest?
- Do you think the advantages of city life outweigh the disadvantages or vice versa?











